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ABSTRACT

This guide was developed to assist in the recruitment of new professionals to the field of special education and related services. The 34 suggested activities are based on the assumptions that planned, systematic recruitment at the local level is critical to attracting dedicated and talented individuals to the field; that career choices are often based on personal experiences; and that practicing professionals are the best recruiters of future professionals. The activities are organized into three sections. Section 1, "Increasing Visibility," includes activities aimed at heightening public awareness of special education and related services. These activities present the message that special education and the related professions are worthwhile, rewarding careers to consider. The second section, "Direct Recruitment Activities," offers actions and events that can be arranged to directly convey the message about these careers. Section 3, "Marketing the Profession," touches on marketing strategies and products that can showcase careers in special education and the related services professions. Appendices provide fact sheets showing relevant national statistics, a listing of relevant organizations and associations, a description of the National Clearinghouse for Professions in Special Education, a list of commonly asked questions about special education and related services, and sample presentation materials. (DB)

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Activities to Promote Careers in Special Education and Related Services

EC 304653

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Activities to Promote Careers in Special Education and Related Services

National Clearinghouse for Professions in Special Education

1996

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Finally, to the many special educators and related services professionals who promote their profession and achievements, we thank you for allowing us to share your work with others.

NCPSE Staff

INTRODUCTION

This guide is designed to assist you and your colleagues in planning, developing, and implementing activities in your school and community that increase people's awareness of careers in special education and related services. The guide is based on several assumptions:

- If the critical shortage of qualified professionals is to be reduced, major efforts must be undertaken to recruit a wide array of individuals to pursue careers in special education and related services.
- Career choices are often based on personal experiences relating to a particular profession and on information gathered from professionals already in that field.
- Practicing professionals in a field are the best recruiters of future professionals.

Over the past two decades, dramatic changes in public policies have entitled individuals with disabilities to early intervention and special education. Children and youth receiving special education and related services range from those who are gifted and talented to students with mental and physical disabilities such as autism; specific learning disabilities; speech or language impairments; mental retardation; and hearing, orthopedic, and visual impairments. Some teachers also serve students in cross-categorical programs which place students with varying disabilities in classes together. In all, over 5 million children from birth to 21 years of age are currently receiving special education and related services, and this number is projected to continue growing over the next decade.

Unfortunately, the number of qualified special education and related services professionals has not kept pace. The 1995 *Seventeenth Annual Report to Congress* reported that in school year 1992-1993, there was a shortage of approximately 28,000 special education teachers, 600 social workers, 750 occupational therapists, 580 physical therapists, 1,200 psychologists, and 450 counselors. These shortages are expected to increase in the coming years. (Appendix A contains more statistics from the *Seventeenth Annual Report.*)

It is not too late nor is it beyond our means to avert a crisis in professional personnel. Whether you are a special education teacher, a speech-language pathologist, a school psychologist, or one of a number of other professionals who serve children and youth with special needs, you probably know better than anyone the toll it takes on you and them if a program is understaffed. Recruiting high quality, dedicated people into your field is a win-win situation for you as a practicing professional and for the young people you serve.

While a variety of recruitment strategies will be necessary, the involvement of practicing professionals in promoting careers working with special education students at the local level is an essential component. Because you are a practicing professional who works with students with disabilities, you are in a unique position to encourage others to consider entering a career as a special educator or related services professional.

34 Activities to Promote Careers in Special Education and Related Services was developed to assist you in recruiting new professionals into the field. Activities are based on the assumption that recruitment at the local level is critical to attracting dedicated and talented individuals into the field. Whether undertaken individually or as a group, recruitment efforts are enhanced when approached in a planned, systematic way. This guide provides several strategies that can be used to help you and your colleagues organize recruitment efforts. The activities that follow can be implemented as they are presented or modified to better meet your individual or group's needs. Please feel free to expand and adapt any of the information presented here.

The activities are organized into three sections. Increasing Visibility, Section 1, includes those activities that are aimed at heightening public awareness of special education and the related services. They do not directly promote career opportunities but rather offer the subtle but powerful message that special education and the related professions are worthwhile, rewarding careers to consider. The second section, Direct Recruitment Activities, offers actions and events that can be arranged to directly convey the message about these careers. Finally, Section 3, Marketing the Profession, touches on marketing strategies and products that can showcase careers in special education and the related services professions. You may use all or any of the activities in this guide in any order you find convenient. You are limited only by your imagination and time constraints.

Section 1
Increasing VISIBILITY

1 SPREADING THE GOOD NEWS

OVERVIEW: Use the media to inform the public about the accomplishments of students with exceptionalities and the role of professionals in helping them achieve their highest potential. Studies show that while the general public supports the provision of resources for special education they have little understanding of its accomplishments and what special educators and related services professionals do. By utilizing newspapers, television, and radio, you can better inform the general public or target audiences about the fact that students with disabilities are achieving and the satisfaction it brings to the professionals who work with them.

DURATION OF ACTIVITY: 1-2 weeks

TARGET GROUP: The general public

MATERIALS:

- Official stationery of your employing agency or organization
- Word processing technology
- Slides or videotaping equipment if doing public service announcements (PSAs) for radio and television

PREPARATION CHECKLIST:

- Develop a list of names, addresses, and telephone numbers of editors, education reporters, and other key media people in your community.
- Check with your local cable television company and local broadcasters' association to see if they offer help in preparing PSAs.
- Check to see if public relations staff in your local school district or other agency delivering special education services will help you with this activity.

PROCESS:

- Identify examples of significant educational achievement of students with disabilities who are receiving special education services.
    - Those situations selected should convey a simple, compelling story; that is, the child or students could not do something, but through the efforts of the special educator or related services professional he or she now can.

- Look for stories where pictures or video can be used to tell the story.
- Stories that have data are particularly good. For example, the students gained 3 years in reading in 1 year, or 85% of the graduates from the program got jobs.

- Prepare a press release for your story. In many school districts the public relations office will help you in this effort. Or use Figure 1.1, Guidelines for Writing a Press Release. Also, see Figure 1.2, Sample Press Release. Remember that your press release can take two forms: (a) a straight news story with the who, what, when, where, and why straightforwardly laid out paragraph by paragraph or (b) a human interest story. These latter stories are quite popular in both the printed media and radio and television. Again the purpose is the same, to tell a compelling story. However, the format is not so structured. Basically you are free to just tell the story. Be careful to emphasize the "humanness" of the story, and of course it should be as tightly and clearly written as a straight news story.
- If doing a PSA, you can often send a written script to radio stations and a script and a slide or two to television stations. Stations will play these when they have air time to fill, usually in the late night or early morning hours. However, PSAs are still an effective way to reach thousands of viewers or listeners. When sending slides, it is best to check with the station first. There are strict requirements for slides that can be televised. Often, the station may help in the preparation of the spot announcement for nonprofit organizations. Local cable companies also frequently have air time to fill and are most receptive to local nonprofit groups and their activities.
- Maintain a file of published articles or stories or a video library. These can be used in presentations or distributed in recruiting activities.
- All recognizable children and adults appearing in any photographs or videos should sign a release form. See Figure 1.3 for a sample form.

FOLLOW-UP:

- Send thank you letters to reporters and editors who cover your story.
- Write a Letter to the Editor when your article is published. This enables you to add to an article and get twice the coverage. Get your colleagues to write letters also and get even more visibility.
- Fact sheets of national statistics (see Appendix A) can be included with the press release.

FIGURE 1.1
GUIDELINES FOR WRITING A PRESS RELEASE

1. Print the release on official stationery.
2. If you generally use an abbreviation when referring to your agency or organization, spell it out the first time it is used, followed by the abbreviation in parentheses.
3. Be accurate, brief, and clear.
4. Type and double-space the release using 1½-inch margins on each side.
5. Use only one side of the page.
6. If the story runs more than one page, type "more" at the bottom of the first page and "end" at the bottom of the last page. Two pages should be the maximum length.
7. Suggest a brief headline. This gives the editor an idea of the content of the release.
8. At the top of each page, list your name, address, and daytime phone number and specify a "release date" (e.g., "For release Saturday, July 20, 1995, at 8:00 a.m." or "Saturday, July 20, 1995, For Immediate Release.").
9. For a straight news story, answer the following questions as near to the start of the story as possible and preferably in the first paragraph:
   - Who: which person(s) or organization(s) are involved?
   - What: what event or situation?
   - When: date and time
   - Where: location description
   - Why: the newsworthiness of the story
10. For a human interest story, write it as a report emphasizing the remarkableness of the event. It sometimes works to start and close with a brief description of the individual(s) involved in a specific setting. ("Julie pointed her head stick at the computer screen and smiled." Then the article can tell the story of Julie, a teenage girl with multiple disabilities who has made great academic progress since she mastered the use of the computer. The story can close with "She waited patiently for the next screen to form but the smile never left her face.")
11. Be sure to use appropriate language when describing individuals with exceptionalities.
12. Identify people by their proper names, e.g., Mrs. Mary Brown, Ms. L.V. Jones, Mr. Robert Davis, Dr. Ann Smith (not Bud Davis, Ann Smith or L. Jones). One initial is not enough.
13. Include a photo to the print media if at all possible. Photos should be black-and-white glossies. No more than four people should be in a group photograph, and each person should be clearly identified on the back of the pictures.
14. Do not place several announcements on one press release unless they are to be used together.
15. Proofread all copy, especially the time, date, place, and spelling of names.
16. Use first class mail. Some mail consultants also caution against sending press releases in large manila envelopes, as they often do not get priority attention.
17. Do not send a release too early; it may get lost. Know the paper's deadlines and use them.
18. Send a note of thanks or call to express appreciation when your release gets published. This helps build good media relations.

FIGURE 1.2
SAMPLE PRESS RELEASE

For Immediate Release
Contact: J. Doe
000-555-1414

Employment of Wicamuka Graduates with Disabilities Exceeds National Norms

Wicamuka, WA — A recent follow-up study of students with disabilities who received special education services from the Wicamuka Public Schools found that 78% of the students were employed 3 to 5 years after graduation. This is considerably higher that the national average of 57% of special education students as tracked by the National Longitudinal Transition Study of Special Education Students supported by the U.S. Department of Education.

Director of Special Services for the district Jane McQuire commissioned the local study because she felt that the special education students and teachers and related services professionals were underappreciated for their accomplishments. "We have had outstanding success here at Wicamuka in our special services programs, and I wanted the kids, their parents, and the teams that work with them to be recognized. The numbers verify the good things that I know are happening in our district."

José Williams, a 1993 graduate of West Wicamuka Falls High School, received special services for 7 years for his learning disability. José is currently working at a drug store and attending community college. "The specialized help I received with my math difficulties enabled me to grasp the basic algebraic and geometric principles I needed to graduate and attend college.

— MORE —

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FIGURE 1.2, *CONTINUED*

Page 2, Wicamuka Students Exceed National Average

More importantly, Ms. Thomas, my resource room teacher, and Mr. Fields, my counselor, helped me feel good enough about myself and my abilities to want to succeed."

Heather Thomas, who has been the resource teacher at Central High School for 8 years, remarked that statistics are just one measure of what is happening in special education. "These days we work as part of an interdisciplinary team that includes general educators, related services personnel, and parents. Together we plot the best strategies to help each student. The results seem to indicate that we are on the right track. It gives us a great deal of satisfaction to know that we are able to help students succeed in school and life regardless of their disabilities."

The Wicamuka Public Schools serve 62,000 students in 3 high schools, 5 middle schools, and 18 elementary schools. Approximately 10%, or 8,600 students ages 3 through 21, receive special education or related services. Their disabilities include cognitive impairments such as learning disabilities or mental retardation, sensory impairments such as visual or hearing impairments, physical disabilities, and behavior disorders.

— END —

FIGURE 1.3
SAMPLE PHOTO/SLIDE/VIDEO RELEASE

(Add the name of your organization in the appropriate blanks.)

Date : _____

I hereby give _____ the absolute right and permission, with respect to the photographs, slides, or videos that _____ has taken of me, or in which I may be included with others:

I hereby release and discharge _____ from any and all claims and demands arising out of or in connection with the use of the photographs/slides/videos, including any and all claims for libel.

This authorization and release shall ensure to the benefit of the legal representatives, licensees, and assigns of _____ , as well as to the person(s) for whom he/she took the photographs/videos.

Please sign one of the below permissions.

Adult Appearing in the Photograph/Video

I have read the foregoing and fully understand the contents thereof.

Name and Address: _____

_____

Signature: _____

Child Appearing in Photograph (adult signature required)

I represent that I am the (Father, Mother, Guardian) of _____

the above named child. I hereby consent to the foregoing on his/her behalf.

I have read the foregoing and fully understand the contents thereof.

Name and Address: _____

_____

Signature: _____

2 USING AWARDS TO CREATE VISIBILITY FOR OUTSTANDING EFFORTS

OVERVIEW: Presenting awards to special educators, related services professionals, students, schools, businesses, or programs that represent high achievement provides a great opportunity to educate the community about careers in special education and the related services. Also, nominating individuals or programs for state, provincial, or national awards provides the same opportunities.

DURATION OF ACTIVITY: 2-4 months

TARGET GROUP: The general public

MATERIALS:

- Official stationery of your employing agency or organization
- Word processing technology
- Camera
- Video camera
- Video player
- Television
- Copier or printer

PREPARATION CHECKLIST:

- If participating in already established awards given by your professional association or another group, obtain a copy of their nominating forms and procedures. See the list of professional associations in Appendix B. They may be worth contacting about award programs they currently sponsor for both professionals and students.
- If establishing your own awards,
  - Determine awards to be given.
  - Establish criteria, including award category or categories.
  - Create nomination forms and procedures with suitable time lines.
  - Promote awards availability.
  - Select award recipients.
  - Obtain media coverage.

***PROCESS (For Establishing Your Own Award Program)*:**

- Choose categories that will enable you to inform the public about achievements in special education or the related services. Some possibilities include teacher(s) of the year, audiologist of the year, occupational or physical therapist of the year, outstanding student(s) in a special program, outstanding program, outstanding business/school partnership, outstanding professional preparation program, and outstanding research.
- Your professional association may well sponsor local or national awards already. These can be adapted for your needs and purposes.
- Determine criteria for the award. Again, check to see how other groups structure their awards and adapt to meet your own needs. You may wish to include Figure 2.1 which offers tips to those preparing the nomination.
- Publicize the awards through schools, colleges, universities, the media, and local meetings of professional associations or the like. Be sure to include criteria, deadline for submission, sponsoring group, and the address for returning nominations or getting more information.
- Select a panel of professionals with expertise in the areas covered by the award(s) to review nominations and select award recipients. Ensure impartiality.
- Establish and publicize event(s) for the presentation of awards.

  The event should offer maximum public awareness opportunities. School board meetings, a special banquet, or conference all make excellent venues for an award presentation.

  Invite media to cover the event.
- Develop press releases about each award recipient including a photo and a brief résumé. (See "Spreading the Good News" for guidelines on preparing press releases.)
- Take photographs and high quality videos of the award recipients doing those activities for which they received the award. Display these pictures or videos at the award function and use for publicity.

***FOLLOW-UP*:**

- Have award recipients give interviews to the media, appear on talk shows, and the like.
- Have award recipients give presentations at various career awareness functions.
- Be sure to ask recipients how they chose their career and what satisfaction they receive from it. This information should be included in any publicizing of the award that you do.
- Nominate local award winners for national and international awards.

***RESOURCES*:**

- Professional associations like The Council for Exceptional Children (CEC) present annual awards to outstanding teachers. CEC award forms can be obtained from the CEC Membership unit by calling 1-800-845-6232.

- Disney Foundation also honors teachers every year. Information on these awards is available from The Walt Disney Company Presents The American Teacher Awards, P.O. Box 9805, Calabasas, CA 91372.
- The Reader's Digest American Heroes in Education Awards are sponsored by the Reader's Digest, The American Federation of Teachers, The National Education Association, The National Association of Secondary School Principals, and The National Association of Elementary School Principals. These awards honor 10 educators each year who are nominated by their colleagues. Application information is available from Mary Terry, The Reader's Digest Association, Inc., Reader's Digest Road, Pleasantville, NY 10570.
- "YES I CAN" Awards honor students with disabilities who have achieved in one of several defined areas such as academics, arts, or independent living skills. Forms can be obtained from the Foundation for Exceptional Children by calling (703) 620-1054.
- All the professional associations listed in Appendix B make awards to outstanding professionals. Contact them individually for appropriate information and forms.

FIGURE 2.1
SEVEN TIPS FOR IMPROVING YOUR AWARD NOMINATIONS

1. Focus on the purpose of award.
2. Complete ALL information required.
3. Address the criteria.
4. Be sure letters of recommendation are relevant.
5. Be sure the cover letter includes
   - Why this individual/program was nominated.
   - How this individual/program was nominated.
   - Summary of content.
6. Remember that the quality of the nominating package is as important as the individual/program nominated.
7. Be on time.

Note: Adapted from The Council for Exceptional Children's Nomination Packet. Copyright 1995 by The Council for Exceptional Children. Reprinted with permission.

3 PARAPROFESSIONAL APPRECIATION DAY

OVERVIEW: You are no doubt familiar with Secretary's Day. Why not sponsor a school district, regional, or state "Paraprofessional Recognition Day"? A variation of this could be "Special Education Teacher Appreciation Day."

DURATION OF ACTIVITY: 1 day

TARGET GROUP: Paraprofessionals

MATERIALS:

- Flowers or corsages
- Ribbons
- Certificates
- Refreshments
- Packet of materials that will include university programs, financial aid information, and the like

PREPARATION CHECKLIST:

- Pick a date for "Paraprofessional Appreciation Day."
- Advertise it in publications appropriate to your target area (locally, district-wide, or statewide).
- If it is statewide, consider securing a Proclamation from the Governor.
- Other preparation will depend on which activities you choose to do.

PROCESS:

From the following list, choose some activities to implement for "Paraprofessional Appreciation Day":

- Corsages or bouquets for the paraprofessionals (consider having your students make the corsages).
- Gifts such as balloons, bouquets, fancy pencils, pens, and shirts. You may want to enlist the cooperation of local businesses in obtaining these items at or below cost.

- Award certificates, ribbons, or fancy buttons to be presented at an assembly, ceremony, or congratulatory breakfast.
- Give each paraprofessional a packet of recruitment materials such as brochures, financial aid information, programs at local colleges or universities for special education and the related services.
- Ask the Principal, Special Education Director, or a representative of the Teacher or Parent/ Teacher Association to give surprise breaks to paraprofessionals.
- Make banners and posters to decorate the school.
- Have students write poems, essays, or draw pictures showing specifically what each individual paraprofessional contributes to them personally.

FOLLOW-UP:

- Send thank you notes to anyone who contributed.
- Never stop encouraging paraprofessionals to think about continuing to move up the career ladder.

4 POLICY MAKERS DAY

OVERVIEW: A day of planned activities enabling policy makers to visit special education programs and meet with students, professionals, and parents.

DURATION OF ACTIVITY: 1 day (4-5 hours)

TARGET GROUP: School board members; state, provincial and federal legislators; and other public policy makers.

MATERIALS:

- Official stationery of your employing agency or organization
- Word processing technology
- Camera

PREPARATION CHECKLIST:

- Obtain cooperation from the local school or programs that are potential sites.
- Select sites.
- Invite policy makers.
- Invite the media.

PROCESS:

- This activity requires the cooperation of local school officials, parents, and others responsible for programs and services for students with exceptionalities. Get their participation FIRST. If necessary, obtain parental approval.
- Design a day of activities that includes
  - Opportunities for invited guests to visit a number of special education programs and services covering the range of exceptionalities, ages, and program approaches. The key is to have the guests observe children in positive learning situations. Having each policy maker work with a student is a good idea.
  - A follow-up meeting with a group of teachers, administrators, and parents to debrief and ask questions. *Note:* This activity is designed to educate policy makers and should not be used to advocate positions on a policy matter.

- Select locations and time. If inviting legislators, it is always best to call their offices and identify those times when the legislature or Congress will not be in session. It will be much easier to get a positive response to your invitation during a legislative recess.
- Invite policy makers to attend. Figure 4.1 contains sample addresses and salutations and Figure 4.2 some tips on writing to public officials. Be sure to let the policy makers know that you will also be inviting the media to observe this newsworthy event.
- Invite the media to attend.
- A short time before the big day, provide the policy makers with a list of the names and addresses of the people they will be observing and meeting.
- On the day of the visit, provide them with a form they can use to write questions or seek further information (see Figure 4.3).
- Assign a colleague to accompany each policy maker. The colleague should be familiar with the program(s) to be visited and able to answer general questions.
- Have attendees eat lunch with students and teachers — a good informal interaction time.
- Schedule a meeting of all policy makers and key teachers, administrators, the press, parents, and students to discuss what was observed and answer any questions.

***FOLLOW-UP*:**

- Send thank you letters to all participants: the policy makers who attended, the media who covered the event, and the professionals and students who hosted them.
- Write Letters to the Editor commending policy makers who took the time to participate.
- Respond to all the follow-up information policy makers requested.

FIGURE 4.1
SUGGESTED ADDRESSES AND SALUTATIONS FOR CONTACTING PUBLIC POLICY MAKERS

United States Senate	Honorable (full name) United States Senate Washington, DC 20510 Dear Senator (last name):
United States Representative	Honorable (full name) House of Representatives Washington, DC 20515 Dear (Mr. or Ms.) (last name):
Governor of State	Honorable (full name) Governor of (name of state) State Capital City, State, Zip Dear Governor (full name):
State Senator	Honorable (full name) (name of state) Senate State Capital City, State, Zip Dear (Mr. or Ms.) (last name):
State Representative, Assemblyman, or Delegate	Honorable (full name) (name of state) House of Representatives (or of Assembly or of Delegates) State Capital City, State, Zip Dear (Mr. or Ms.) (last name):

FIGURE 4.2
SOME TIPS FOR CONTACTING POLICY MAKERS

A personal letter is an effective way to contact legislators or public officials. Legislators and public officials are very attentive to the views of their constituents. They keep track of the number of letters received on any given issue. Following are a few guidelines to help you write an effective letter to your state or national legislator or other public official:

- Policy makers hold public office to help others.
- Policy makers have chosen to apply their ego strength to public service. Most people run for public office to be in a position to help others. You should remember this when you approach your policy makers.
- Policy makers like to be asked for help.

  Few policy makers come to public office with a preformed personal agenda. Their platforms are usually composed of issues they think are important to their constituents. Few policy makers will reach out to correct a social wrong simply because it is there. Rather, they have to be made aware of the problem, given background information about the problem, provided with suggestions to solve the problem, and asked for their help in solving it.
- Policy makers are good learners.

  By and large, policy makers are intelligent. Almost by definition, they have good people skills, "street smarts," and political acumen. In addition, as they serve in public office over time, they learn a great deal. Some of them become experts in particular fields. The best policy makers continue to learn throughout life. Remember this when you formulate your plans, because to achieve success, there are important things you should teach policy makers.
- Policy makers do not know everything.

  Policy makers must follow many different issues. Even the most astute and hardworking politician has to deal every day with issues about which he or she knows little or nothing. At the federal level, during an average session (e.g., 1 year of a 2-year Congress), members are asked to cast between 500 and 600 votes. There is no time to become expert in all, or even in most of the areas these votes will cover. Therefore, good policy makers are always open to good information.
- Policy makers have many demands on their time.

  Policy makers always have more to do than they can get done. This fact offers several important clues for your approach to them. First, never waste a politician's time. Second, do not overload your elected representative with demands, but work to make his or her job easier. You must help him/her to help you reach your goals. Third, since policy makers must prioritize the issues they handle and will inevitably ignore those that fall to the bottom of the list, you must work to frame your issue as important and achievable.

Continued on next page

FIGURE 4.2, *CONTINUED*

- Policy makers do not have sufficient resources to meet the demands made on them.

  At the federal level, members of the House and Senate have large staffs and large budgets, but they also have large constituencies to serve. In many states, elected representatives are expected to cover the same broad issues with no staff at all. This is why at the state level, good information, trusted informants, and other outside resources are even more precious.

- Policy makers are always running for office.

  Elected policy makers have two very different jobs: running for office, and making policy while in office. Only one of these is indispensable. The fact that they serve at the will of the people makes policy makers very responsive to their constituents. Therefore, try to visit a politician in the company of at least one voting constituent (e.g., a person from his/her home district). And remember that few policy makers turn down access to large audiences of voting constituents.

- Policy makers respond to crises.

  Because of large demands and small resources, policy makers seldom have the luxury of long-range planning. Rather, they respond to emergencies, disasters, and whatever is hot in the news. This phenomenon is sometimes called the 60 Minutes Bill. That is, on Monday mornings, policy makers in state legislatures all over the country introduce bills to correct whatever crisis was featured most prominently on the Sunday night CBS show, "60 Minutes." Your job is to portray the situation facing students with exceptionalities as a crisis, but one that *can* be remedied.

- Policy makers behave differently when they know they're being watched.

  This fact does not make policy makers any different from the rest of us. It is included here to remind you of the importance of constant monitoring.

- Policy makers like to be thanked.

  This also does not differentiate elected officials from the rest of humanity, but it is sometimes too easy to forget. You should always express your gratitude when an official has helped you, even if he/she was unable to achieve the desired result. Thank you's are long remembered.

- Policy makers love good press!

  They love it when you can make them look good, especially when it's done with little or no effort on their part. Bring your camera and take pictures, then send them to the local press.

Note: Adapted from *CEC Special Education Advocacy Handbook* (pp. 11-13), 1995, Reston, VA: The Council for Exceptional Children. Copyright 1995 by The Council for Exceptional Children. Adapted with permission.

FIGURE 4.3
SAMPLE FORM FOR POLICY MAKERS

Observation Site: _____

THINGS THAT IMPRESSED ME	CONCERNS I HAVE
QUESTIONS I HAVE	**ADDITIONAL INFORMATION I WOULD LIKE**

NAME: _____

5 TRADING POSTS

OVERVIEW: Pair general and special educators or other professionals and arrange for them to do each other's jobs for a defined period of time. Alternately, teachers could sign up to spend their planning period in another teacher's class to give each other a break and to "walk a mile in another person's shoes." This could be done during Exceptional Children's Week or Teacher Appreciation Day. It could also be called "Adopt a Class."

DURATION OF ACTIVITY: 1 hour to 1 day

TARGET GROUP: Special education teachers, related services professionals, and general education teachers

MATERIALS:

- Lesson plans, seating charts, and any other materials necessary to make the switch in positions go smoothly
- A token of appreciation to give the person who will teach the class
- Feedback Form (Figure 5.1)

PREPARATION CHECKLIST:

- Decide on a date for the activity and get approval from the administration.
- Post a flyer advertising the Trading Posts (Adopt a Class) Day or place one in each teacher's mailbox.
- Include a sign-up sheet for those who are interested. Ask them to specify their preferred class and grade level they wish to visit as well as the one they wish to "trade." Ask for first and second choices for both.
- On the day before the exchange, prepare the students for the activity and have clear instructions, lesson plans, and a schedule for the teacher who will be visiting.

***PROCESS*:**

- Get permission from the administration for this event.
- Get preliminary agreement from some special education teachers and the related services professionals that they will participate.
- Create and distribute a flyer announcing the trade.
- Once teachers have returned their forms, set up a schedule matching the teachers' expressed preferences as much as possible. If it is not possible to do so, contact the teacher, explain why his or her preferences could not be met, and offer what choices you can.
- In advance of the trade, send each teacher participating notification about the class he or she will be visiting.
- Ask the host teacher to contact the visiting teacher as well and supply him or her with information about the class.
- Remind host teachers to prepare their classes for the visiting teachers.
- On the day of the activity, check that lesson plans are on the desk and that the visiting teacher understands the schedule and classroom procedures.
- Give each teacher participating a feedback form to be returned to you for evaluation and promotional purposes.
- Alert the media to the trade and invite them to visit.

***FOLLOW-UP*:**

- Have the students write thank you notes to the visiting teachers.
- Write a news release about the trade. If possible, use photos taken that day and include quotes gleaned from the Feedback Form.

FIGURE 5.1
TRADING POSTS FEEDBACK FORM

Name: _____ Date: _____

Class Visited: _____ Period: _____

Usual Teacher: _____

Would you participate in this activity again? Yes _____ No _____

Why: _____

_____

_____

_____

_____

_____

Can you think of anything else we could do to improve this activity? _____

_____

_____

What did you enjoy most about the trade? _____

_____

_____

What did you enjoy least about it? _____

_____

_____

Please return this form by _____ to _____.

Thank you for participating!

6 SPECIAL EDUCATION ISSUES FORUMS

OVERVIEW: Host a public forum or series of forums to discuss issues facing special education and related services that are of interest to a broad sector of the community and the media.

DURATION OF ACTIVITY: 1-2 hours

TARGET GROUP: Various segments of the general public

MATERIALS:

- Index cards
- Question forms
- Appropriate stationery
- Video camera

PREPARATION CHECKLIST:

- Select topic.
- Select time and location.
- Select and invite presenters.
- Advertise and invite audience.
- Invite media.
- Conduct forum.

PROCESS:

- Identify a topic for the forum:
  - Choose a topic that has broad appeal and that will portray special educators and related services professionals in a positive light.
  - Topics should allow for differing points of view or perspectives but not extreme controversy.
  - Sample topics include
    - Effective Educational Interventions for Students with ADHD
    - Managing Disruptive Behavior in the Classroom and Home
    - The Impact of the Proposed School District Budget on the Education of Children with Exceptionalities

- How Business, Government, and Schools Can Work Collaboratively to Educate Students with Disabilities

- Select a presentation format appropriate to the topic:
  - Panel presentation
  - Debate
  - Demonstration
  - Media Presentation
  - Lecture
  - Town Meeting
- Select presenters based on their ability to communicate and present differing perspectives. Forum participants should be drawn from as many of the following groups as feasible:
  - Experts on the topic including teachers, administrators, and college faculty
  - Parents and students
  - Policy makers
  - Business leaders
- Select a time and site for the Forum appropriate for the audience you are trying to attract.
- Prepare presenters well in advance of the Forum:
  - Explain to them your objectives for the Forum.
  - Provide them with an agenda for the meeting so they are aware of the format you are using.
- Advertise in appropriate media and/or send invitations inviting the audience you are seeking.
- Prepare press releases for the media announcing the Forum and invite them to cover the event. If possible, include photographs and résumés of the presenters. (See "Spreading the Good News Activity.")
- Conduct the Forum and be sure that it is managed in a manner to accomplish your objectives:
  - Having a moderator can help ensure that presenters stay on task. Usually, a well-known reporter or media figure makes a good moderator and increases public interest in the Forum.
  - If you want questions from the audience, having them write their questions on cards or a form will allow more people to participate and enable you to screen them for appropriateness.
- If possible video the Forum for later use. Be sure to get permission in advance from the presenters.

***FOLLOW-UP*:**

- Send thank you letters to the presenters.
- If the Forum was not covered by the media, prepare another press release highlighting the discussion at the Forum.
- Send Letters to the Editor providing additional information or a different perspective on the Forum.

7 ADAPTIVE EQUIPMENT DEMONSTRATIONS

OVERVIEW: A demonstration of adaptive equipment used to help students with disabilities is a valuable way to inform students and community members about career opportunities in special education and the related professions.

DURATION OF ACTIVITY: 1 hour to 1 week

TARGET GROUP: Elementary through university students, parents, and the community at large

MATERIALS:

- Various types of adaptive "technology" (do not define the term too narrowly) such as picture boards, alternative keyboards, speech synthesizers, and augmentative communication devices
- Posters or other display items to enhance the demonstration

PREPARATION CHECKLIST:

- Contact your school district, universities, and state assistive technology project, and gather as many resources for adaptive equipment as possible. (The National Clearinghouse for Professions in Special Education can provide contact information on the state assistive technology project. See Appendix C for contact information.)
- Find out about adaptive equipment loan programs.
- Contact the school district special education and computer departments about availability of such equipment.
- Set a date, establish a location, and invite people (users or experts) to help give the demonstration.
- Invite experts in the area to talk about their equipment.

PROCESS:

- Find as many sources of adaptive equipment as possible.
- Publicize the event widely.
- At the demonstration, provide a program or handout acknowledging those who helped assemble the equipment and participate in the event.

- Allow time for the visitors to work hands-on with the equipment.
- Allow time for questions and answers.

***FOLLOW-UP*:**

- Provide visitors with a list of schools using the equipment so they can visit and observe.
- Provide anyone interested with information on adaptive equipment loan and trading programs.
- Provide career information on special education and the related services to anyone interested. (See Appendix C for information on brochures and other items available from the Clearinghouse.)

8 BABYSITTING COURSE

OVERVIEW: Already existing babysitting courses can easily be adapted to include information on babysitting children with disabilities. Many babysitting courses are offered after school or through adult education programs. A module or strand can be added that would offer participants the skills necessary to care for children with disabilities. This is an excellent way for young people to interact one-on-one with children with disabilities, thus inspiring them to learn more about special education and the related services as career options.

DURATION OF ACTIVITY: Approximately -week training course

TARGET GROUP: High school to university students who want to babysit children with disabilities

MATERIALS:

- Any materials deemed necessary by the person who will conduct the babysitting module on children with disabilities
- Certificates or letters that students who are trained can send to advertise the availability of their services
- List of possible organizations and places where they could advertise

PREPARATION CHECKLIST:

- Contact the Red Cross or other organizations in your area who are providing babysitting training courses to see if any of them are willing to add a strand on babysitting children with disabilities.
- Identify a special education professional or parent who would be willing to work with teachers for such a course.

PROCESS:

- The ways in which the existing babysitting course would be expanded to include a module or strand on caring for children with disabilities would be determined by the sponsoring organization and the parent or professional willing to work on the course.
- Arrange for a meeting between these developers to review ideas and get them going.

***FOLLOW-UP*:**

- Write thank you notes to developers and keep encouraging them to offer the course.
- Encourage people sponsoring events at the school to use babysitters trained in this course to provide school-based babysitting during school events.
- Provide the sponsoring agency literature on careers in special education and the related services in case anyone taking the babysitting course is interested. (See Appendix C.)

9 RESPITE CARE TRAINING

OVERVIEW: Teenagers and others may be interested in volunteering a few hours a week to care for a child with disabilities so the parents or regular caretakers can have a break. A training program can be designed to give the participants the skills needed for providing the care. This may lead the young person or other participant to consider a career in special education and the related services.

DURATION OF ACTIVITY: 1 day to 1 week

TARGET GROUP: High school or university students, parents, or the community at large

MATERIALS:

- Training materials as determined by the person providing the training
- Flyer to advertise the training
- Brochure or letter to publicize the availability of respite care by trained providers

PREPARATION CHECKLIST:

- Contact organizations that provide respite care to see if they already have a training program.
- If they do, see if they need any help increasing the community's awareness of the program.
- If they do not have one, identify a special education or related services professional or parent who would be willing to teach such a course.

PROCESS:

- Training procedures will be determined by the trainer and sponsoring organization.
- Arrange for a meeting between the training developers to exchange ideas and get them going.
- Offer to help in site selection, publicity, or any other needs they may have.

FOLLOW-UP:

- Write thank you notes to the developers for their efforts.
- Encourage the sponsoring organization to keep offering the respite care training course.
- Provide the sponsoring agency literature on careers in special education and the related services in case anyone taking the course is interested. (See Appendix C.)

Section 2
Direct Recruitment ACTIVITIES

10 CAREER FAIR

OVERVIEW: Create a booth to be used as a stand-alone at a career fair about special education and the related professions or as part of a general career fair. This booth can also easily be set up at shopping malls, libraries, parent nights, or other public gathering places.

DURATION OF ACTIVITY: 3-5 hours

TARGET GROUP: Middle school through university students

MATERIALS:

- Display table(s)
- Recruitment brochures, posters, and other suitable display materials
- Name tags
- Display layout
- Audiovisual equipment if requested
- Refreshments
- List of names and further contact information for all professionals
- Prizes or giveaways
- Markers, pens

PREPARATION CHECKLIST:

- If holding your own career fair, set date, time, and location.
- If participating in a general career fair, obtain the rules and times governing it.
- Invite professionals from a variety of special education and related services settings. If it is a high-school-level fair, you may want to be sure a guidance counselor is on hand with information about financial aid.
- Prepare a format for the display keeping in mind the audience and the estimated number of participants. One person in the group who is preparing the booth and display should be designated in charge on-site.
- Invite some of the students now receiving special education services to attend and explain the programs they participate in.
- Arrange for any equipment that may be needed.
- Arrange for hospitality hosts and refreshments.

- Order giveaways to have on hand for anyone who might be interested.
- Arrive early to supervise the setup.
- If you are doing your own career fair:
  - Review room setup and layout. Visual appeal is key to getting people to actually stop at your booth. Tablecloths, balloons, banners, posters, seasonal decorations, and the like should all harmonize and invite the eye of the passerby.
  - Prepare a map of the room to give out with the name tags.
  - Provide hosts to help direct participants and ensure even distribution at booths.
  - Send a confirmation letter to presenters and include display layout suggestions.
  - You may wish to prepare a participant scavenger hunt. This will ensure that those attending the fair will stop at almost all the booths while adding some fun to the event.

PROCESS:

- Decide on a theme for a career fair of your own.
- Set up a table near the entrance to distribute name tags, a map of the room, and a list of all the exhibitors.
- Be sure to invite the media to your career fair and obtain all necessary permits and approvals for its site and time.
- Publicize the fair heavily among those elements of the public you would most like to attract. For instance, if you are gearing your fair for high school students, invite the school newspaper to publish an article about the upcoming event. Guidance counselors can also steer students to attend. Newsletters mailed directly to parents should also feature this event.
- Assemble all the materials you will need for an attractive display. Posters, seasonal decorations, and giveaways are essential elements. See Resources heading for possible sources for some of these materials. Others can be assembled by your group.
- See Figure 10.1 for some tips on preparing a display and Figure 10.2 for a sample layout for your booth/display.
- Balloons and other inexpensive giveaways may be donated by local businesses or purchased in large quantities from catalog and mail order distributors. These can often be inscribed with a slogan such as "Make a Difference ...Be a Special Educator" (or other appropriate job title).
- If you are planning to do some of the activities described in Section 3 such as bookmarks, calendars, or the like, these can be incorporated into your display.

FOLLOW-UP:

- Send thank you notes to all presenters.
- Take pictures of the booth during a busy period and send to the local press along with a press release describing the booth/fair and its highlights.

***RESOURCES*:**

- The National Clearinghouse for Professions in Special Education has a brochure on Careers in Special Education and Related Services as well as financial aid information. Individual or multiple copies of all products are free to anyone requesting them. See Appendix C for more information.
- Catalog and mail order houses specialize in quantity sales at discounted prices for such giveaways as balloons and the like.
- Many professional associations provide or sell materials for career recruitment. Contact them at the phone numbers listed in Appendix B.
- A video entitled *Your Future in Exceptional Education* was prepared by the Florida Department of Education and may be rented or purchased. Contact them directly for availability:

  Florida Department of Education
  Bureau of Student Services and Exceptional Education
  325 West Gaines Street, Suite 614
  Tallahassee, FL 32399-0400

- A video entitled *An Exceptional Opportunity: Consider a Career in Special Education* was prepared by the Michigan Department of Education and may be purchased. Contact them directly for availability:

  Michigan Department of Education
  Office of Special Education
  P.O. Box 30008
  Lansing, MI 48909
  517-373-6325

- A video entitled *Speech-Language Pathology: Making a Difference* is available from the American Speech-Language-Hearing Association. For more information contact them directly at the phone number listed in Appendix B.
- A video entitled *What Do Social Workers Do?* is available from the National Association of Social Workers. For more information contact them directly at the phone number listed in Appendix B.

FIGURE 10.1
EYE-CATCHING DISPLAYS

1. Plan. Plan what the display/booth will look like. Possible visual elements include
   - A banner that invites people to consider a career in special education.
   - Photographs of professionals in action — special education teachers, occupational and physical therapists, and rehabilitation counselors working with children and youth with exceptionalities.
   - Quotes from professionals describing the rewards of working in special education or the related professions.
   - Brochures about career opportunities in special education or the related professions.
   - A list of people to contact for more information.
2. Protect Visuals. To keep your display's visual elements in top condition,
   - Mount the materials onto heavy tag board or foam display panels available at most office or craft supply stores.
   - Store the materials in large cardboard portfolios.
   - Preserve smaller pieces by laminating them.
3. Establish Guidelines. Although formal presentations are not usually given in this setting, see the chapter on individual presentations for tips about speaking to the public. You may also wish to check the appendices in this guide for sources of additional information so that you can answer most of the questions that are bound to come your way. Some general pointers when hosting a display or booth include
   - Stand alert and look pleasant, even when not engaged in conversation.
   - Smile and greet people as they pass by. Do not wait for them to initiate contact.
   - When people stop at the booth/display, ask their names and inquire about their interests.
   - Introduce yourself and any other professionals staffing the booth.
   - Be prepared to tell about your career working with children with exceptionalities.
   - Stress the benefits of working with these children and youth.
   - Ask people if they have any questions. If you cannot answer a question, write it down and tell the person you will find the answer and get back to him or her.
   - Make sure people leave with information on how they can get future questions answered.
   - If the person is very interested in pursuing a career in special education or a related field, follow up with a personal contact and/or provide information on how to contact the Clearinghouse (see Appendix C). You may wish to invite him or her to shadow a special educator or related services professional for a day. (See the "Invite Someone to Work" activity in this guide.)
4. Plan for Those Times When the Display/Booth Will Be Unattended. When there is no one available to attend to your booth or display, provide a tear-off sheet where interested persons can request additional information. These sheets can either be mailed to an address or deposited in a box that is part of the display. Follow up these requests with a personal phone call or letter.

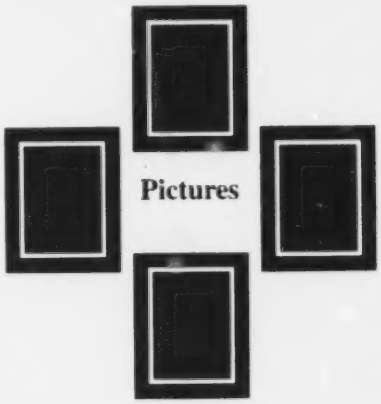
FIGURE 10.2
SAMPLE DISPLAY LAYOUT

Display Banner

Consider a Career in Special Education or One of the Related Services

Who Works with Students with Disabilities?

- Special and General Education Teachers and Administrators
- Physical Therapists
- Occupational Therapists
- Speech-Language Pathologists and Audiologists
- School Counselors
- School Psychologists
- School Social Workers
- Adapted Physical Education Teachers

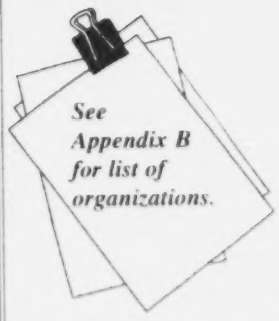


Quotes from

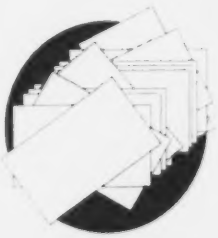
- Special Education Teacher
- Special Education Administrator
- Physical or Occupational Therapist
- Speech-Language Pathologist or Audiologist
- School Counselor or Psychologist
- Student Receiving Special Education Services
- Parent

Table Top

Resource List

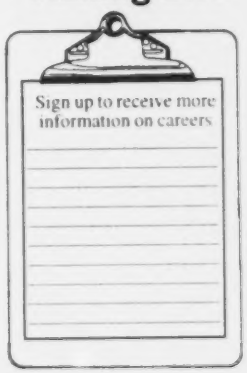


Handouts

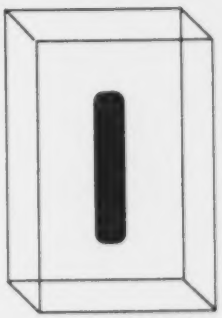


Your organization's or the Clearinghouse's brochures or other handouts.

Mailing List



Mail Box



Deposit Mail Requests Here

11 INDIVIDUAL CAREER AWARENESS PRESENTATION

OVERVIEW: You can use a lecture-based approach to inform people about career opportunities in special education and related professions. The sample presentation included here is geared to students; however, parents, siblings, and business, community, and church groups are also excellent audiences for this type of career awareness learning opportunity. Parents and siblings are particularly important to consider because many people go into special education or a related field because of their contact with a relative with a disability. This activity focuses on an individual presenter. However, the points also could refer to the members of a panel discussion or to the speakers in a Speakers Bureau, both of which are described in other chapters in this guide. This individual format could also be used by a speaker at a career day activity.

DURATION OF ACTIVITY: 1-2 hours

TARGET GROUP: Elementary through university students

MATERIALS:

- Your own presentation or the sample one supplied in Appendix E
- Any other materials desired from Appendix E
- Name tags
- Index cards for your presentation (or other format if you prefer)
- Audiovisual equipment and slides, transparencies, or other "visuals" (optional but highly recommended)
- Recruitment brochures and posters
- Packet of special education information
- Giveaways (buttons, pencils, etc.)
- Refreshments
- Feedback Form
- Evaluation Form

PREPARATION CHECKLIST:

- Invite a professional to talk about his or her own career and experiences in special education or a related profession.

- Set the date, time, and location for the presentation.
- Make sure the invited speaker understands his or her role and is aware of who the audience will be. Ask about any audiovisual needs the speaker may have.
- Explain that a question-and-answer session will follow the presentation and provide the speaker with a list of the most commonly asked questions (see Appendix D).
- Have audience members generate questions and send to the speaker prior to the date of the visit, if possible. Also send the speaker the Feedback and Evaluation Forms (see Appendix E) the audience will use to record their thoughts during the presentation.
- Obtain the speaker's résumé and other pertinent data prior to the presentation so you can adequately introduce him or her.
- Arrange for any equipment the speaker might need for his or her presentation.
- Arrange for refreshments if appropriate.

PROCESS:

- Although each speaker has his or her own style of presenting, there are some basic points that should be covered in every presentation. Review these in a phone conference and send in writing along with the commonly asked questions. The basic points the speaker should cover include
  - Who the speaker is and what he or she does.
  - Why the speaker chose a career working with special education students.
  - Statistics and demographic information about future career opportunities. See Appendix A.
  - A general overview of the professions involved in special education and the related services and all students with exceptionalities.
  - Information on where individuals can go for additional resources.
  - Information on how individuals can begin planning for a career working with special education students.
  - Frequent stories or vignettes to reinforce these points.
- Distribute Feedback Forms to the audience and explain that this sheet will help them record their thoughts as they listen to the speaker.
- Creatively introduce the presenter. If possible, include quotes about the person from children he or she has worked with, parents, and other community members.
- After the presentation, thank the speaker and open the discussion to questions and answers. If the audience is a class of students, ask them to work in teams to come up with questions and with something they learned or appreciated about the presentation.
- Serve refreshments if appropriate.

***FOLLOW-UP*:**

- Send a thank you note to the speaker the next day.
- Take a photo of the speaker giving his or her presentation and send along with a brief article about the presentation to the appropriate news media. For example, if the presentation was to a group of students, the school newspaper or newsletter to parents would be appropriate media coverage.
- Invite anyone who seems very interested to shadow a special educator or related services professional for a day. (See the "Invite Someone to Work" activity in this guide.)

***RESOURCES*:**

- The National Clearinghouse for Professions in Special Education has a brochure on Careers in Special Education and Related Services. Individual or multiple copies are free to anyone requesting them. See Appendix C for more information.
- Catalog and mail order houses specialize in quantity sales at discounted prices for such giveaways as balloons and the like.
- Many professional associations provide or sell materials for career recruitment. Contact them at the phone numbers listed in Appendix B.
- A video entitled *Your Future in Exceptional Education* was prepared by the Florida Department of Education and may be rented or purchased. Contact them directly for availability:

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- A video entitled *What Do Social Workers Do?* is available from the National Association of Social Workers. For more information contact them directly at the phone number listed in Appendix B.

12 CAREER AWARENESS PANEL DISCUSSION

OVERVIEW: Prepare a panel discussion to inform people about special education and the related services as careers. As described here, this activity is geared to students; however, parents, siblings, business, community, and church groups are also excellent audiences. Parents and siblings are particularly important to consider because many people go into special education or a related profession because of their contact with a relative with a disability. This format could also be used by speakers in the Speakers Bureau. The important point is to use the panel members to represent the breadth and scope of special education and the related professions.

DURATION OF ACTIVITY: 1-2 hours

TARGET GROUP: Middle school through university students or adults

MATERIALS:

- Name tags
- Index cards
- Audiovisual equipment as requested
- Recruitment brochures and posters
- Packet of special education information
- Giveaways such as buttons, pencils, or the like
- Refreshments
- Feedback Form
- Any materials desired from Appendix E
- Commonly asked questions in Appendix D

PREPARATION CHECKLIST:

- Set the date, time, and location for the panel discussion.
- Determine the number of panel members that can comfortably speak given your specific time constraints. To do so, allow no less than 10 minutes per panel member. Add an additional 10 minutes at the end for questions and 5 minutes for a presentation summary.
- Select individuals to be part of your panel presentation. They should be very positive about their experiences in special education or a related service and be willing to share their enthusiasm with others. Panel members could include

- Special education professionals.
- Related services professionals such as speech-language pathologists, school psychologists, or occupational therapists.
- Students receiving special education.
- Parents of students receiving special education.
- Professionals responsible for recruitment activities in education settings.

- In the phone call requesting their participation in the panel, make sure each panel member understands his or her role. Review with each member the content of the panel and ask him or her to let you know of any audiovisual needs.
- Provide panel members with a list of the most commonly asked questions (see Appendix D).
- If having a panel presentation before a group of students, try to have students generate questions and send to the panel members prior to the date of the visit. Also send panel members the Feedback Form that students will use to record their thoughts during the presentation. See Appendix E for a sample form.
- Appoint someone as "panel moderator." The moderator is responsible for keeping the panel on track, fielding questions, and summarizing the comments at the end of the discussion. This might be a student, you, or another teacher.
- See the sample presentation in Appendix E for ideas and hints to give to panel members.
- Arrange for any equipment panelists might need.
- Arrange for refreshments if appropriate.

***PROCESS*:**

- Make sure students and panel members are wearing name tags.
- Establish time limits and arrange a nonverbal signal to use when time has run out.
- Creatively introduce the panel members including the moderator.
- Distribute the Feedback Form to the students. Explain to them that this sheet will help them record their thoughts as they listen to the presenters.
- Turn the presentation over to the moderator.
- When through, ask students to work in teams of four to review their forms and come up with any questions they have for the panel. Have them write them on index cards or ask them verbally.
- After the question-and-answer session, thank each member of the panel.
- Serve refreshments; supply small prizes or giveaways if appropriate.

***FOLLOW-UP*:**

- Send thank you notes to all presenters.
- Offer anyone interested the Clearinghouse brochure on career opportunities in special education and related services (see Appendix C).
- Invite anyone who seems very interested to shadow a special educator or related services professional for a day. (See the "Invite Someone to Work" activity in this guide.)

13 SPEAKERS BUREAU

OVERVIEW: Like the Boy Scouts, special educators need to be prepared. If you have a cadre of special education and related services professionals ready to address a group about career opportunities in their fields, you can respond positively when someone asks your agency for a speaker. You can also publicize the existence of the Speakers Bureau and spread the message of special education and the related services far and wide.

DURATION OF ACTIVITY: Varies

TARGET GROUP: All levels — just about any group can be accommodated

MATERIALS:

- Handout packets
- Brochures, posters, videos
- Any materials desired from Appendix E
- Computer-generated business cards
- Badges or buttons

PREPARATION CHECKLIST:

- Contact one of the organizations listed in Appendix B or others you may know about and request manuals and information on training.
- Send letters to district directors and other appropriate organizations requesting nominations for speakers.
- Publicize your intent to form a Speakers Bureau.
- Select teams of at least two speakers per region.
- Set date, time, and location for training of speakers.
- Arrange for a room to be set up and attractively decorated.
- Send a letter to the speakers and their employing organization listing all the details of the training and the requirements for the speakers.
- Publicize the availability of speakers and the process for "booking" them.

***PROCESS*:**

For the training of the speakers:

- Arrive early. Check the room setup and decorate if possible.
- Have folders with name tags and agenda ready at a registration table.
- Follow guidelines received from an organization or prepare your own agenda to conduct the one-day training.

For maintaining the Speakers Bureau:

- Publicize its existence to the community at large and to targeted groups such as parents associations, local charitable organizations, and high school and college teachers who may wish to have a speaker address their class on specific special education and related services topics as well as on career awareness.

***FOLLOW-UP*:**

- Assign someone to review feedback forms collected from students and presenters.

***RESOURCES*:**

- Both Virginia and Florida have established a statewide speakers bureau for special education career recruitment. The National Clearinghouse for Professions in Special Education can provide you with contact information for each state program. The Clearinghouse can also provide information on recruitment, selection, and training of Speakers Bureau participants. See Appendix C for contact information.

14 INVITE SOMEONE TO WORK

OVERVIEW Special educators and related services professionals can invite individuals to shadow them for a day. Participants may include middle or high school students, paraprofessionals, parents, or anyone else who might be interested in pursuing a career in special education or the related services.

DURATION OF ACTIVITY: 1 day

TARGET GROUP: Middle school students, high school students, paraprofessionals, or parents

MATERIALS:

- Name tags
- Schedule for the day
- Map of the school
- Coffee/pastries
- Information about careers in special education or the related services (See Appendix C)

PREPARATION CHECKLIST:

- To invite target group members to spend a day with them, special education and related services professionals can
  - Send a letter to high school counselors.
  - Send a letter to parents or local business organizations.
  - Advertise in local media in conjunction with "Take Your Daughter to Work Day."
- Participants choose a date for the visit.
- On the night before the scheduled visit, call to confirm the time, place, and the person (you or your student) who will be meeting the guest.
- Have a schedule set up for the day and give a copy to the visitor. (If at all possible this should be done beforehand.)
- If possible, ask everyone who will be in contact with the visitor to wear name tags.
- Set up visitations with the principal, other special education teachers or related services professionals, and the special education director during the day.

***PROCESS*:**

- Have a student greet the visitor at the door with a name tag.
- Take him or her on a tour of the school.
- Introduce the visitor to the students and to other members of the staff as the day progresses.
- Have meaningful and fun work for the visitor to do as he or she shadows you throughout the day.
- At the end of the day, set aside time for questions and answers over a cup of coffee or soda.

***FOLLOW-UP*:**

- Write a thank you note to the visitor.
- Offer the visitor the materials you have assembled about careers in special education or the related services (see Appendix C for Clearinghouse products).

15 JOIN THE PARADE!

OVERVIEW: Special education teachers and related professionals can participate in the local community or homecoming parade. Give out balloons, buttons, or other small prizes promoting special education and related services careers. You can even stage your own parade as part of career awareness activities.

DURATION OF ACTIVITY: 1 day

TARGET GROUP: The local community

MATERIALS:

- Balloons or other low-cost, preprinted giveaways
- A float or other appropriate vehicle for participating in the parade

PREPARATION CHECKLIST:

- Have balloons or other giveaways preprinted with your program's name or other pertinent information. A local business may be willing to print them at little or no cost.
- Organize a group to decide on a float design or arrange other appropriate transportation such as an open truck, a convertible, or the like.
- Decide who is going to participate, and arrange for suitable decorations for the vehicle.

PROCESS:

- This activity can be done as part of a local celebration such as homecoming or as part of other career awareness activities you are staging.
- If you are having your own parade, you will need to get police and other local authorities' permission to close off roads to traffic. Or you could use one of your school's athletic fields for a parade. Be sure to invite parents, the media, and the general community.
- Invite your students to participate in the parade. They can carry balloons and also help distribute these or other giveaways.
- You may want to complete some of the activities in Section 3, such as the placemats or buttons, and incorporate them into the float's design or as giveaways at the parade.

FOLLOW-UP

- Send thank you notes to all those involved in planning and organizing the activity.

16 POTLUCK SUPPER

OVERVIEW: Your group or class can sponsor a potluck supper (possibly at a school) and invite people who might be interested in a career in special education or the related services. Make it a fun evening. You can have a panel discussion or performances by special education students or have teachers or related services professionals share special projects they have designed and implemented with their students. You may even want to incorporate the Theater Project described later in this guide into your evening.

DURATION OF ACTIVITY: 2-3 hours

TARGET GROUP: General public, all teachers, and instructional assistants

MATERIALS:

- Supper supplies: tablecloths, paper plates, eating utensils, coffeepot, cups, ice chest, napkins
- Name tags
- Media equipment required by presenters
- Sign-in sheet to include addresses

PREPARATION CHECKLIST:

- Schedule date, time, and location.
- Publicize the event:
  - Place a notice in school and other appropriate newsletters.
  - Send flyers to schools, local colleges and universities, and career counseling centers (including any at local military bases).
  - Notify the local media and invite them to stop by, especially if there are performances involved.
- In announcements, include a structure for bringing a potluck dish (e.g., last names beginning with A-G bring dessert).

PROCESS:

- Arrive early to arrange the room, prepare the coffeepot, and set up the tables with plates, cups, napkins, and utensils.

- Mark different tables for different parts of the meal: appetizers, main dishes, desserts, and so forth.
- Set up a greeting table with name tags and literature containing information about careers in special education and the related services.

***FOLLOW-UP*:**

- Send thank you notes to anyone who performed and/or helped arrange the dinner.
- Invite anyone who seems very interested to shadow a special educator or related services professional for a day. (See the "Invite Someone to Work" activity in this guide.)

17 TAKE OVER THE DOCTOR'S OFFICE

OVERVIEW: Approach pediatricians and ask them if you can display in their offices brochures about careers in special education and the related services.

DURATION OF ACTIVITY: Ongoing

TARGET GROUP: Parents

MATERIALS: Brochures about careers in special education and the related services

PREPARATION CHECKLIST:

- Design and print a brochure with information about careers in special education and the related services.
- Or request some from the Clearinghouse (See Appendix C).

PROCESS:

- Arrange to have the brochures printed or ordered.
- Visit several pediatricians' offices and ask them if you can leave some brochures for display.
- Have enough copies available.
- Check back to see if the offices need more copies or if they received any feedback from their clientele about careers in special education and the related services.

FOLLOW-UP:

- The brochures can also be given to other types of doctors' offices for display.

18 TAKE OVER THE MALL

OVERVIEW: Approach stores in your local mall and talk to them about what they can do to promote special education and the related services as careers. They can choose some of the activities in this guide and designate one week "Make A Difference: Help a Child Week" or it can be part of "Exceptional Children Week."

DURATION OF ACTIVITY: 1 week

TARGET GROUP: Community at large

MATERIALS:

- Varies depending on the activities chosen but should include bookmarks, balloons, and other giveaways
- Brochures from the Clearinghouse (see Appendix C)
- Signs and banners about special education and the related services

PREPARATION CHECKLIST:

- Decide which week the activity will take place and choose a mall.
- Prepare a flyer or letter describing the goal of your activity.
- Visit the stores at the chosen mall and explain to the contact person what you hope to accomplish.
- Assist the stores in choosing which materials they will display. Some examples include
  - A computer store can display adaptive equipment or other technology that helps people learn.
  - A telephone store can feature a telephone device for people with hearing impairments.
  - Each store should have bookmarks and balloons highlighting the activities.
- Make signs and banners for different parts of the mall.
- Publicize this event with a press release sent to the local media and a flyer to school newspapers and newsletters.

PROCESS:

- For the week of the event, make sure you have volunteers who will assist the stores to finalize the displays.

- Have a table at a central mall location with brochures (see Appendix C), bookmarks, balloons, and any other marketing materials you have.
- Include a sign-up sheet for people who wish to know more about careers in special education and the related services.

***FOLLOW-UP*:**

- Contact those people who expressed a desire to know more about careers in special education and the related services and try to answer any questions they may have.
- Invite them to shadow a special education or related services professional for a day. (See the "Invite Someone to Work" activity in this guide.)

19 TELEPHONE CAMPAIGN

OVERVIEW: Organize a telephone campaign at a college or university campus. Assemble a group willing to make calls to undecided majors and talk to them about careers in special education and the related services. Then select an evening, order in pizza, and pick up the phones! If there is a local community college, you may want to telephone some of the students there who have received their Associate's degree to encourage them to consider going on for a degree in special education or a related service.

DURATION OF ACTIVITY: 1 evening to 1 week

TARGET GROUP: Undecided majors or recent community college graduates

MATERIALS:

- Telephone(s)
- List of targeted students
- Financial aid/scholarship information (contact the organizations listed in Appendix B, the National Clearinghouse for Professions in Special Education listed in Appendix C, local high school counselors, or college financial aid offices)
- Statistical information on shortages in special education and related services professionals (see Appendix A)
- Index cards

PREPARATION CHECKLIST:

- Set meeting location, date, and time.
- Solicit fellow professionals in special education or the related services to volunteer for a telephone campaign.
- Order refreshments if desired.
- The telephone campaign could coincide with Exceptional Children's Week.
- Place a student name on each index card with their telephone number.

***PROCESS*:**

- Meet with telephone caller volunteers to review major points to make in their call and to familiarize them with financial assistance programs/scholarships.
- Provide each caller with some names on the prepared index cards.
- Each caller makes notes on each index card as to the interest of the student in careers in special education and the related services.

NOTE: The number of days of the telephone campaign is dependent on the number of student names obtained, the number of volunteer callers, and the number of telephone lines available.

***FOLLOW-UP*:**

- Pull telephone callers together in a few months to call those students who indicated an interest in special education or the related services. Determine if they decided to major in special education or the related services, and if there are any questions the caller can help them with.

20 ROAMING THE INTERNET

OVERVIEW: Take advantage of the increasing interest in the Internet and the World Wide Web. Develop an activity sheet on all the different electronic locations where you can access information about careers in special education and the related services. Use this sheet to communicate with others already in the field and with those who may be interested in joining you.

DURATION OF ACTIVITY: Ongoing

TARGET GROUP: Technology users

MATERIALS:

- Associations who may maintain a presence on the Internet and World Wide Web (see Appendix B)
- Information from commercial online companies about what information they currently maintain about careers in special education and the related services

PREPARATION CHECKLIST:

- Assemble information on electronic sources about careers in special education and the related services.
- Arrange the information on a sheet for posting or mailing.
- Decide on the best way to disseminate this information.

PROCESS:

- Include this information as part of the giveaways recommended in other activities in this guide.
- Find electronic bulletin boards where this information can also be posted.
- If you wish, develop an ongoing online forum about careers in special education and the related services.

RESOURCES:

- The National Clearinghouse for Professions in Special Education can provide information on what resources are available on the Internet for special education and related services professionals. (See Appendix C for contact information.)

21 BACK TO SCHOOL NIGHT

OVERVIEW: Host an evening activity where university personnel and special education or related services professionals will be available to have one-on-one or small-group informal conversations with the target group about

- What a special education teacher or related services professional does.
- What additional preparation is necessary for individuals considering a career in special education or related services who are coming back to work after raising a family, are paraprofessionals, or are being discharged from the military.
- What financial aid is available.

DURATION OF ACTIVITY: 2-3 hours

TARGET GROUP: Regular educators, paraprofessionals, military personnel, people interested in changing careers or starting a new one

MATERIALS:

- Flyer announcing the event
- Comfortable room set up for people to have individual conversations

PREPARATION CHECKLIST:

- Contact the local university, military base, employment agent, or other appropriate group to determine interest in this activity.
- Establish a date and time and arrange a location.
- Publicize the event.
- Prepare name tags for all who have indicated they will be attending.
- Prepare a map of the room so visitors will know who is sitting at which table when they arrive.

PROCESS:

- Arrange for any equipment that may be needed (video, TV, VCR, overhead projector, or the like).
- Arrange for hospitality hosts and refreshments.

- Prepare information about careers in special education and the related services and financial aid available (see Appendix C) and include details about the current shortages in these fields (see Appendix A).
- Make signs for tables and display any posters, information packets, and the like you have gathered. (Room should have visual appeal.)
- Make signs for the tables.
- Arrive early to supervise setup.
- Greet each visitor and supply name tags and the map of the room.

***FOLLOW-UP*:**

- Send thank you note to all professionals who came.
- Send follow-up postcard to visitors who expressed an interest in careers in special education and the related services. Offer them more information if they wish it.
- Invite them to shadow a special education or related services professional for a day. (See the "Invite Someone to Work" activity in this guide.)

22 CAREER AWARENESS CONTRACT

OVERVIEW: This activity provides an individual or team exploration approach to learning about careers in special education. It can be used as a follow-up to presentations on careers in special education and the related services or as part of a career class or independent project in any class. Guidance counselors or occupational specialists can use it as an idea starter for motivated students to do independent research on careers in special education and the related services.

TIME REQUIRED: Varies

TARGET GROUP: Middle and high school students

MATERIALS:

- Copy of contract for each student (see Figure 22.1 for sample contract)
- Any materials specified on contract
- List of associations (Appendix B) and the National Clearinghouse for Professions in Special Education (Appendix C) who may be able to supply information

PREPARATION CHECKLIST:

- Make one copy of the contract for each student.
- Make one copy of the organization list for each student.

PROCESS:

- Make a collage of articles and pictures of people with exceptionalities who are participating in activities in their schools and communities.
- Have students observe special education classes on a variety of levels. Have them write a report and make a videotape or visual representation of their views about teaching students with exceptionalities before and after their visit.
- If possible, assign them to access electronic bulletin boards about education. They can read the exchanges on them, put questions they have about careers in special education on them, and bring in a copy of the responses they receive.

- Other assignments you can include in their contract are
  - Interview the Special Education Director to find out about all the different possibilities for jobs in special education and the related services. Make a list of all the types of jobs and settings where you might work as a special education and related services professional.
  - Become a learning partner with a student with disabilities. Ask the special education teacher to help set this up for you.
  - Write to the National Clearinghouse for Professions in Special Education (see Appendix C) for information about careers in special education.
  - Interview parents of a student with exceptionalities about the wonderful moments that their child has had in education. Prepare a sheet or visual that represents one of these moments.
  - Make a list of organizations in the state who support people with exceptionalities.
  - Attend a meeting of an organization that supports parents, siblings, and teachers of students with exceptionalities.
  - Videotape or audiotape students with exceptionalities achieving in school. Show it to your class.
  - Spend a day shadowing a special education teacher. Stress with the teacher that you want actual hands-on activities to do while you are there. You may want to do this in several special education settings and grade levels.
  - Volunteer for a specific period to work with students with exceptionalities.
  - Find out what events take place in your area that include students with disabilities such as Special Olympics, Very Special Arts, or scuba diving and skiing for students with disabilities. Volunteer to help out with any of these functions.
  - Start a dialog on the Internet or another electronic network with special education and related services professionals. Find out about them: how they spend their time, the rewards of their profession, and so forth.

***FOLLOW-UP*:**

- Have students write thank you notes to anyone who helped them with the project.
- Give students an opportunity to share what they learned with other students.

FIGURE 22.1
SAMPLE CONTRACT

A CAREER IN SPECIAL EDUCATION

NAME/TEAM MEMBERS: _____ Class: _____

Date Accepted: _____ Completed: _____

Hours Used to Complete: _____ Contract Title: _____

Teacher/Student Comments: _____

Please list below the contract requirements to be completed.

1. Name of Project: _____

   Comments: _____

   _____

   Date Completed: _____ Teacher's Signature: _____

   Student's Signature: _____

2. Name of Project: _____

   Comments: _____

   _____

   Date Completed: _____ Teacher's Signature: _____

   Student's Signature: _____

3. Name of Project: _____

   Comments: _____

   _____

   Date Completed: _____ Teacher's Signature: _____

   Student's Signature: _____

Section 3
Marketing the PROFESSION

23 MARKETING STRATEGIES THAT WORK

OVERVIEW: Even professionals, if they are to be considered successful, must have a presence in the marketplace in the 1990s. Many of the activities in this guide would be greatly strengthened by the addition of simple but eye-catching giveaways. In fact, several of the following activities result in just such a product (see the chapters on bookmarks, placemats, a film festival, and slide show). You may want to look at some of these to see if they can be done by your group. Maintaining a positive profile for special education and the related professions increases public awareness of your work and your students and may encourage others to join you.

DURATION OF ACTIVITY: Ongoing

TARGET GROUP: Students, parents, the community at large

MATERIALS: Varies

PREPARATION CHECKLIST: Varies

PROCESS:

- Decide if your group can afford to purchase inexpensive giveaways such as balloons, pencils, buttons, or the like.
- Contact appropriate associations listed in Appendix B to see if they offer such items at reduced costs.
- Contact the National Clearinghouse for Professions in Special Education for their brochures on career opportunities in special education and related services. (See Appendix C.)
- Or you can have students in special education, regular education, or art classes produce items like the placemats, buttons, bookmarks, and posters. Local businesses may take the original art of the students and reproduce them on mugs or posters at little or no cost.
- Assemble the items in packages for giveaways at malls or other public gathering places where you have decided to conduct a career awareness activity.

- Packages should include information on shortages of special education and related services professionals. (See Appendix A.)
- Distribute your marketing items:
  - When making a presentation on career opportunities.
  - To stores and ask them to display your materials prominently. Be sure to include a card where those interested can send their name and address to get more information about special education and related services.
  - As prizes for an awards program or for those who participate in the Book-A-Thon or other activities described in this guide.

***FOLLOW-UP*:**

- Reply to any requests for information you receive.
- Send thank you notes to all businesses who supply items at reduced or no cost.
- Send a Letter to the Editor thanking the businesses for their community support and also alerting the readers to the career awareness activities that took place or that you are planning.

24 PLACEMATS

OVERVIEW: Sponsor contests in local schools for students to design placemats showing various special education or related services professionals. These can be given to local restaurants, sold as fundraisers, or distributed as giveaways in many of the activities described in this guide.

DURATION OF ACTIVITY: 2 months

TARGET GROUP: Students at all levels and the community at large

MATERIALS:

- Packets describing the contest and contest rules to distribute to classrooms.

PREPARATION CHECKLIST:

- Establish time lines and people responsible.
- Contact printers to determine design dimensions, materials, and cost of placemats. Often high school graphic arts programs have the capability to print a wide variety of printed materials at a very low cost.
- Write up a project proposal and seek approval from school administration, school committee, or other appropriate source.
- Develop a list of local restaurants, hospitals, and other business/industry cafeterias or lunchrooms where the placemats could be distributed.

PROCESS:

- Contact restaurants and business to enlist support. Offer to include their business name on the placemats in exchange for a donation toward their costs.
- Develop contest classroom packets.
- Send a press release to local newspapers.
- Meet with schools' staff, explain the project, and distribute packets.
- Select judges to choose the winning placemat designs to be printed.
- Print placemats.

- Have press take pictures of winners and their designs.
- Distribute to restaurants and businesses.

***FOLLOW-UP*:**

- Send thank you notes to businesses and schools participating.
- Later, contact businesses to get their comments and insights about how patrons reacted to the placemats and any other data or feedback they might have.

25 CALENDARS

OVERVIEW: Calendars can be a year-long reminder of the rewards of a career in special education or the related services. Each month can have a different fact about a different area of special education or the related services. If pictures are used, they can include local special education teachers or related services professionals at work. Or artwork from students representing different exceptionalities can be used to decorate each month. Create a calendar that depicts individuals with special needs in positive settings.

DURATION OF ACTIVITY: 1-2 months

TARGET GROUP: Community at large

MATERIALS:

- Pictures drawn and donated by students depicting children with special needs in positive settings or photographs of local special education teachers or related services professionals at work
- A list of contest rules to be submitted to participating schools
- A letter to be sent to several local businesses seeking their support

PREPARATION CHECKLIST:

- Design a process and/or contest for the collection and selection of artwork and/or pictures.
- Contact a copy center or printer and arrange to have pictures turned into calendars for the following year.
- Contact local schools ensuring their participation in any artwork contests you decide on.
- Seek funding from local businesses. Offer to include their business name in the calendar in return for a donation toward their cost.

PROCESS:

- Implement a selection process/contest.
- Determine pictures or artwork to accompany each month.
- Obtain facts about careers in special education and the related services. See Appendix A for statistics on shortages or contact the National Clearinghouse for Professions in Special Education (Appendix C) to get these and other facts.

- Submit final design to copy center or printer for printing.
- Donate at least one copy of the calendar to each classroom, school, and business involved in producing the calendar.

***FOLLOW-UP*:**

Sell the calendars at shopping malls or at the businesses that helped fund the project.

Use proceeds to purchase prizes for the winners (such as a children's book where the hero is an individual with special needs) or donate proceeds to a charity on behalf of all participants.

26 MILK CARTON MESSAGES

OVERVIEW: Sponsor a contest to have students design a "wanted" advertisement about careers in special education and the related services that could fit on a milk carton.

DURATION OF ACTIVITY: 2 months

TARGET GROUP: Students at all levels and the community at large

MATERIALS:

- List of potential milk companies
- Details of the contest
- Flyer announcing the contest

PREPARATION CHECKLIST:

- Set time lines and people responsible.
- Contact local dairies and carton producers to study interest, support, feasibility, and costs.
- Contact special education teachers and art teachers to gain support and work with students to develop carton ads.
- Write up project proposal and seek approval from school administration, school committee, or other appropriate organization.
- Develop a news release to send to local media. Highlight information about careers in special education and the related services. See Appendix A for statistical data on shortages or contact the National Clearinghouse for Professions in Special Education (Appendix C) for more information.

PROCESS:

- Bring teachers and students together to discuss the various roles of special education and the related services professionals.
- Design possible ads.
- Select ads to be used.
- Obtain ad approval from participating dairies.
- Give design to carton producers.
- Invite local press to cover the first line production of cartons and/or their arrival in schools or stores.

FOLLOW-UP:

- Send thank you notes to participating students and teachers.
- Send thank you notes to participating dairies and carton producers.

27 BOOKMARKS

OVERVIEW: Bookmarks are simple and fun to make. They can be used as prizes or as giveaways for some of the other activities described in this guide. You can also offer them to bookstores, schools, and libraries as giveaways. Be sure they carry a message about careers in special education and the related services.

DURATION OF ACTIVITY: 1 week - 1 month

TARGET GROUP: The general public

MATERIALS:

- Computer/printer (optional)
- Paper (heavier stock than writing paper)
- Paper cutter
- Laminating machine

PREPARATION CHECKLIST:

- Design the bookmarks or have students in special education or art classes design them. Give them some concepts about special education and the related services to use in their illustrations.
- Obtain professional printer (if funds available) or solicit volunteers to print bookmarks.
- Check with schools and libraries for use of a laminating machine.

PROCESS:

- Have informal meeting with refreshments to plan distribution of bookmarks to local bookstores, schools, and libraries. Arrange to cut out bookmarks if not already cut.
- Distribution of bookmarks could be planned as an activity during Exceptional Children's Week.

FOLLOW-UP:

- Check back at location to ascertain if bookmarks were distributed and obtain any feedback available on how they were received.

28 JOIN IN THE FUN

OVERVIEW: If your school or community is holding a fun fair or other such activity, join in the Cake Walk, have a booth, or otherwise participate in fair activities that can highlight careers in special education and the related services. Use facts about careers in special education and the related services to decorate booth items such as Pogs or buttons, to adorn prizes for some of the contests to be held, or to place under cakes donated to the Cake Walk. These activities could be developed into your own Fun Fair to be held during Exceptional Children's Week or a local Career Awareness Week.

DURATION OF ACTIVITY: Varies

TARGET GROUP: All levels of students and the community at large

MATERIALS:

- Varies depending on the items selected
- Facts about careers in special education and the related services
- Brochure on careers in special education and the related services (see Appendix C)

PREPARATION CHECKLIST:

- Sign up for appropriate activities at the Fun Fair or assemble a group to plan and stage your own.
- Assemble students or adults to produce and decorate the items.
- Arrange for a time and location to get your group together to prepare the items. If large quantities are involved, you can ask local businesses to help defray the costs in return for recognition of their contributions.

PROCESS:

- Gather the materials you will need, including facts about careers in special education and the related services.
- Arrange for volunteers to run the booth, make the cakes, or otherwise assemble the things you will be participating.

FOLLOW-UP:

- Have brochures about careers in special education and the related services from the Clearinghouse on hand for anyone who might want one.
- Invite anyone who expresses a strong interest to shadow a special education or related services professional for a day. (See the "Invite Someone to Work" activity in this guide.)

29 SAND/ICE SCULPTURE DISPLAY

OVERVIEW: Recruit special education teachers, related services professionals, and art teacher volunteers to work with students to build an ice sculpture or sand sculpture depicting the wonderful characteristics and aspects of a special education teacher or related services professional.

DURATION OF ACTIVITY: 1 month

TARGET GROUP: Students at all levels and the community at large

MATERIALS:

- Sculpting tools and materials
- Suitable location

PREPARATION CHECKLIST:

- Arrange time lines and people responsible.
- Contact special education teachers, related services professionals, and art teachers to gain support.
- Determine target group of students to build sculptures.
- Write up project proposal and seek approval from school administration, school committee, or other appropriate organization.
- Obtain sculpting materials.
- Determine sculpture display sight.
- Develop news release to send to local media. Highlight information about special education and related services professionals.

PROCESS:

- Bring teachers and students together to discuss the various aspects of the special education and related services professions.
- Draw up plans for the sculpture.
- Bring teachers and students together to do sculpture.
- Invite local press to cover the sculpting event and interview participants.

FOLLOW-UP:

- Send thank you notes to participating students and teachers.
- One month later, have all students surveyed about what the sculpture taught them about the special education and the related services.

30 FILM FESTIVAL

OVERVIEW: Arranging a film festival offers participants the opportunity to view a variety of films ranging from those depicting students with disabilities who have achieved to films about the rewards of a career in special education or the related services. It can be done as a total school assembly, by classrooms as scheduled by individual teachers, or in the evening at parent meetings.

DURATION OF ACTIVITY: 1 day to 1 month

TARGET GROUP: Middle school through university students and the community at large

MATERIALS:

- Films
- TVs and VCRs
- Earphones

PREPARATION CHECKLIST:

- Set a date and location for the festival.
- Order a variety of films (see Figure 30.1 for suggested titles and descriptions).
- Secure the necessary equipment to show them.
- Prepare a list with the title, description, and length of each film.
- Advertise at the school level, district level, and the community (or just within the individual school if you are not opening it to the community at large).
- Design a form for people to fill out and react to the film after they have watched it.
- Ask local video stores to donate films for the festival.

PROCESS:

- Process depends on the type of festival you are conducting. Festivals can take place
  - As a schoolwide assembly for 1 week.
  - During individual classes with teachers scheduling films as they desire.
  - As part of Open House night. Have a room available for viewing films.

- Through a 1-night checkout program for students to watch the films at home.
- At a room or media center set up to continuously show films. (If school has a closed circuit TV system, films could be shown through this medium.)

***FOLLOW-UP*:**

- Video stores could do a display about the films and their availability.
- Send thank you notes to all who helped arrange the festival and encourage teachers to have discussions about the films.

FIGURE 30.1
LIST OF FILMS

About Annie. [videotape]

Carousel Films, Inc., 260 Fifth Ave., New York, NY 10001 ($125.00; 9-minute VHS videotape).

In this 9-minute videotape, 15-year-old Annie Segall describes what it is like to live with cerebral palsy. The eighth-grader talks about school and career aspirations, her social life and interests, and about life in a wheelchair. Segall wants to live as normal a life as possible, to be treated just like any other high school student, and to some day become a lawyer.

Andreas—Outcomes of Inclusion. [videotape]

1991, Vermont Statewide Systems Support Project, University Affiliated Program, 499C Waterman Bldg., Burlington, VT 05405 ($19 includes shipping and handling; 18-minute VHS videotape).

This 18-minute videotape illustrates Vermont's program of full inclusion of students with disabilities through following Andreas, an Asian-American teenager with severe disabilities who has been successfully included in regular classes in his local high school. The videotape shows him attending regular classes, working in a local animal hospital, and participating in after school activities with his school friends.

Continued on next page.

FIGURE 30.1, *CONTINUED*

A Dream Comes True. [videotape]

1992, Carousel Films Inc., 260 Fifth Ave., New York, NY 10001 ($150.00; 13-minute VHS videotape).

This videotape tells the story of Carolina Sanchez, a Chilean swimmer. Shortly after winning a gold medal at the 1991 PanAmerican Games, Sanchez was diagnosed as having a malignant bone tumor which eventually necessitated the amputation of her leg. After a year and a half of chemotherapy and physical rehabilitation, Sanchez resumed swimming as an amputee swimmer with the United States Disabled Sports Team and set records in every event in which she participated.

Can I Play Too? Overview, Parent Version, Provider Version. [three videotapes]

1993, The University of North Carolina, Partnerships for Inclusion, 300 Nations Bank Plaza, 137 E. Franklin St., Chapel Hill, NC 27514 (Overview $25.00; Perspectives $50.00 each; 60 minutes for the three VHS videotapes).

These three videotape recordings focus on educational mainstreaming and social integration of individuals with disabilities. They discuss how individuals with disabilities in the past were feared, pitied, or ignored and placed in facilities isolated from others. They note the role of the Americans with Disabilities Act of 1990 in removing barriers so that these individuals can be included in the mainstream of life. The Overview video emphasizes that mainstreaming of students with disabilities results in children with special needs learning from nondisabled children and nondisabled children learning from children with special needs. It outlines the support provided by specialists who work with students with special needs in the mainstream setting, notes the advantages of an interdisciplinary approach to intervention, and emphasizes the importance of valuing individual differences and helping nondisabled students become tolerant of and comfortable with people who have disabilities. The Parent video stresses the importance of having a positive attitude about the child's developmental potential, examines the role of the early interventionist in assessing child and family needs and developing a service plan, and acknowledges the essential team role of the parent as the person who knows the child best. The Provider video explores the impact on the rest of the class of having a child with a disability; the special services that will be provided to the special needs child by outside agencies within the day care or preschool setting, such as physical therapy, occupational therapy, and speech therapy; and ways to help nondisabled children accept the child with special needs.

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FIGURE 30.1, *CONTINUED*

Dispelling the Myths: A Portrait of Four Physically Challenged Americans. [videotape]

1992, De Nonno Productions, 7119 Shore Rd., Brooklyn, NY 11209 ($275.00; 60-minute VHS videotape).

This videotape profiles the abilities of four individuals with disabilities. The first story, "Moira: A Vision of Blindness" (23 minutes in length), presents 11-year-old Moira Egan, a student with congenital blindness from Garden City, New York, who attends a mainstream school. The video shows the youngster at school, at home, and at play. It examines her similarities with other children, her success as a student, and her ability to cope with life's everyday challenges. The second profile, titled "Navigation without Sight" (7 minutes long), depicts the experiences of a 13-year-old boy with blindness as he navigates his way around his Brooklyn, New York, junior high school and the surrounding community. The video emphasizes how the boy creates a mental map and uses his other senses to enhance his mobility skills. An internationally celebrated violinist is profiled next, in a segment titled "Itzhak Perlman—In My Case Music" (10 minutes in length). The musician relates stories about growing up with a physical disability in Israel, discusses the development of his musical talent, and comments on his efforts to remove architectural and attitudinal barriers to the integration of individuals with disabilities. The final segment, "The Ways of the Wind" (23 minutes long), presents a teenager with hemophilia who has become a champion light-air sailor and a junior instructor at a yacht club, and who uses his knowledge of weather and water to steer through a thunderstorm to victory in an exciting race.

For a Better World. [videotape]

1995, Northwest Territories Education, Culture, and Employment, Student Support, 4501-50th Ave., Box 1320, Yellowknife, NT X1A 2L9 (30-minute VHS videotape).

This 30-minute videotape provides examples of inclusive schooling experiences mandated for students with disabilities in Canada's Northwest Territories. It is designed to serve as a focus of discussion for parents and the public and for use in staff orientation and development. Students, parents, teachers, and support staff from six schools share their stories of inclusive schooling, demonstrating the values, beliefs, attitudes, educational practices, and support necessary in creating inclusive schools. Their stories reveal that inclusive schools are those which accept and value all children, create a sense of community where diversity is celebrated, believe all children can learn, educate all children together in regular classrooms, promote involvement of parents/guardians, have ongoing staff development, and offer supports to the classroom teacher. The stories offered are intended to spark interest, stimulate dialogue, demonstrate the power of inclusive attitudes, and show that when there is a will for inclusion, creative planners and implementers will create a way.

Continued on next page.

FIGURE 30.1, *CONTINUED*

Project PARTnership: Three Artists Talk about Self-Determination through the Arts. [videotape]

1993, VSA Educational Services, 1331 F St., N.W., Washington, DC 20004 (37-minute 50-second VHS videotape).

This videotape emphasizes the important link between self-determination and the arts. The video profiles the lives of three artists with disabilities: (1) Chris Burke, a musician and television actor from the series "Life Goes On," who was born with Down Syndrome and speaks to young people about striving to achieve their dreams; (2) Michael Naranjo, a professional sculptor, who was blinded in Vietnam and now conducts clay workshops for students with special needs; and (3) Mary Verdi-Fletcher, a dancer, who was born with spina bifida, founded Dancing Wheels, and conducts workshops and performances in wheelchair dance.

THANH: A Documentary. [videotape]

1994, Laurie Collyer, 966 Dolores St., No. 5, San Francisco, CA 94110 ($150.00, $100 non-profit agencies, plus shipping and handling; 24-minute VHS videotape).

This videotape chronicles the life of Thanh Diep, a Vietnamese-American teenager with severe physical disabilities who has maintained a 3.0 grade average in middle school. Diep uses a portable talking computer to communicate with peers in her mainstreamed academic classes. Diep is followed through the routines of an average school day, interwoven with glimpses of her family life, artwork, and connections in the local Vietnamese community. Mainstreaming, different modes of communication, wheelchair access to public spaces, and the layering of cultural identities are all discussed.

31 SLIDE SHOW

OVERVIEW Develop a slide show that can run by itself to be left in malls, university student union buildings, or the like. Highlight the accomplishments of students in special education and the satisfaction of the professionals who work with them

DURATION OF ACTIVITY: 2 months

TARGET GROUP: School and university students at all levels and the community at large

MATERIALS:

- Slide film
- Photography equipment
- Slide carousal
- Special education profession literature
- Display booth with posters

PREPARATION CHECKLIST:

- Set time lines and people responsible.
- Contact university photography department or class to contract for shooting and developing the show at low cost.
- Write up project proposal and seek approval from university, mall, or other suitable officials.
- Determine literature for display.
- Build display with posters and other decorative items.

PROCESS:

- Decide on elements to include in the slide show.
- Coordinate the slide show completion.
- Gather professional literature for the display. (See Appendix C for information on the Clearinghouse's brochure about careers in special education and the related services.)
- Set up the slide show.
- Check regularly on the show and display.
- Publicize the show, including its location, duration, and purpose.

***FOLLOW-UP*:**

- Send thank you notes to officials involved.
- Hold a follow-up meeting with all involved to determine effectiveness and continuation of display.

32 BOOK-A-THON

OVERVIEW: Develop a resource library that travels around the state, school district, or community library system. Compile a list of highly entertaining books about people with disabilities and those who work with them. Have bookmarks featuring careers in special education and the related services for all of the books.

DURATION OF ACTIVITY: Ongoing

TARGET GROUP: All levels of students and the community at large

MATERIALS:

- Books about people with disabilities and the professionals who work with them
- Bookmarks from earlier activity highlighting careers in special education and the related services
- Posters and other decorations for the book display in the library

PREPARATION CHECKLIST:

- Assemble appropriate books (see Figure 32.1 for some suggested titles).
- Arrange with media coordinators at selected sites to feature the books.

PROCESS:

- Process depends on the length and placement of the Book-A-Thon. If it is to move from place to place, arrangements must be made for transporting the books to a new site.
- Publicize the Book-A-Thon in local media, school newsletters and newspapers, and the like.
- Ask the media coordinators if they would like help assembling and disassembling the displays.
- Supply the media coordinators with the Clearinghouse's brochure about careers in special education and the related services in case anyone asks for more information (see Appendix C).

FOLLOW-UP:

- Arrange for a permanent section in the library to house the collection of books on people with disabilities.

FIGURE 32.1
LIST OF SUGGESTED BOOKS FOR THE BOOK-A-THON

A Very Special Friend.

Dorothy Hoffman Levi, 1989, 40 pages
Gallaudet University Press, Kendall Green, 800 Florida Ave., N.E., Washington, DC 20002-3695 ($9.95).

This children's book tells the story of Frannie, a lonely little girl who discovers a new friend when a deaf girl her age moves in next door. After overcoming her initial anxieties about being friends with someone who can neither hear nor speak to her, Frannie learns sign language and the two girls become the best of friends. Frannie eventually uses sign language to introduce her new friend to her hearing schoolmates. Charts and diagrams illustrate the American Manual Alphabet as well as a dozen simple terms in American Sign Language that appear in the story.

Are You Alone on Purpose?

Nancy Werlin, 1994, 204 pages
Houghton Mifflin Co., 222 Berkeley St., Boston, MA 02116-3764 ($14.95).

This novel focuses on the lives of two Jewish families, one including a boy with autism and his academically gifted sister, the other featuring a bully who suffers a severe spine injury in a diving accident and is paralyzed from the waist down. The latter boy's process of rehabilitation and coping with his injury is explored through his own eyes. While receiving tutoring from the girl who is gifted, he begins to overcome his self-pity and isolationism, meanwhile drawing her partially into his world of sports and physical activity. Both characters struggle with the social stigma attached to their being gifted or having a physical disability, compounded by other family and peer pressures that come with adolescence.

Bright Silence: Raising Hearing Impaired Children.

Margaret H. Ferris, 1994, 292 pages
Bright Silence Press, 2559 Oakcrest Dr., Neenak, WI 54956 ($20.00).

This book mixes the history and theory of special education for students with hearing impairments with the autobiography of an educator working with such students. The author traces her experiences from 1942 to the present teaching students who are hearing impaired, with discussion along the way of lip reading, parent advocacy, the 1964 rubella epidemic, the evolution of audiology, the rise of sign language, total communication and cued speech, mainstreaming, disabilities legislation, and the development of hearing aid technology. Historical and autobiographical chapters are sprinkled with short articles by audiologists, speech pathologists, researchers, social workers, and other special education professionals. Numerous case studies of students with hearing impairments are included, often with follow-up discussion of their lives as adults.

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FIGURE 32.1, *CONTINUED*

Career Perspectives: Interviews with Blind and Visually Impaired Professionals.

Marie Attmore, Comp., 1990, 87 pages
Available from American Foundation for Blind, 15 West 16th St., New York, NY 10011 ($11.95 plus $3.00 postage and handling).

The book presents summaries of interviews with 30 professionals who are blind or visually impaired. It tells how each decided on a professional career and achieved career success. Professions represented include administrator, research scientist, city planner, personnel analyst, lawyer, journalist, physicist, director of social services, radio station manager, stockbroker, engineer, professor, management consultant, businessman, clinical psychologist, and respiratory therapist.

Challenging Voices: Writings by, for, and about Individuals with Learning Disabilities.

Cheryl Gerson Tuttle and Gerald A. Tuttle, 1995, 243 pages
Lowell House, 2029 Century Park East, Suite 3290, Los Angeles, CA 90067 ($25.00).

This collection of essays and poems written by individuals with learning disabilities and their helpers shares feelings, viewpoints, and experiences. Many of the writings specifically address what it is like to grow up with a learning disability, whereas others are more general observations and impressions. The contributions include expressions of frustration and despair, as well as humor, hope, imagination, creativity, and intelligence. Included are the writings of young children, young adults, and adults with learning disabilities as well as contributions from family members and teachers. Introductory comments for each section provide an overview of the experiences of children and adults who live with learning disabilities. Appendices provide a list of associations, schools, and newsletters; a list of 25 suggested readings on learning disabilities and attention deficit disorder for children, parents, and teachers; and the names, addresses, and telephone numbers of state parent-to-parent support programs.

Coping with a Physically Challenged Brother or Sister.

Linda Lee Ratto, 1992, 139 pages
Rosen Publishing Group, Inc., 29 East 21st St., New York, NY 10010 ($13.95 plus shipping and handling).

This book deals with the hurt that is involved when a family has to face a challenge to the health and well-being of one of its members. It specifically addresses how brothers and sisters of physically challenged individuals feel their sibling's pain, share their sibling's struggles, and are sometimes distressed and saddened about the daily challenges to be faced. The book helps siblings to feel that they are just as special as the disabled brother or sister, despite their feeling that they must often vie for parental attention. The book shows how to build a bridge of communication between parents and siblings, how to free relatives from negative emotions, and

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how to focus on celebrating the joyful aspects of family life. Readers learn step-by-step how to deal with feelings of denial, anger, hate, frustration, jealousy, and depression, and how to move on to accepting, sharing, and becoming involved. An appendix lists 29 organizational resources, and a list of almost 90 books and periodicals concludes the book.

The Day We Met Cindy.

Ann Marie Starowitz, 1988, 14 pages
Gallaudet University Press, Kendall Green, 800 Florida Ave., N.E., Washington, DC 20002-3695 ($9.50).

This book tells the true story of a first-grade class getting to know one student's deaf aunt, and through her, the world of deafness. Students decided to learn sign language, finger spelling, and name signs, and to add signing to their school play and other pageants in order to communicate with the aunt and the student's other deaf family members. A learning center was added to the classroom, including a box of sign language flashcards. The aunt's deaf 6-year-old daughter came to meet the class, and taught them to sign the alphabet with one hand. Full color drawings by the students illustrate the story.

The Discovery Book: A Helpful Guide for the World Written by Children with Disabilities.

Sky Chaney and Pam Fisher, Editors, 1989, 90 pages
United Cerebral Palsy of the North Bay, 959 Transport Way, A-1, Petaluma, CA 94952 ($7.95 plus $1.50 postage and handling).

This book is a collective effort culled from drawings, discussions and observations by members of a peer support group for children with cerebral palsy and other disabilities. The children share their experiences and perspectives on such issues as friends, family, feelings, challenges, medical care, school, goals, and dreams. Spaces and questions are provided for readers to express themselves and describe their own lives and experiences. Each of the eleven authors describes him or herself individually aside from the collective writings. A glossary of terms is also included.

Dwarfs Don't Live in Doll Houses.

Angela Muie Van Etten, 1988, 255 pages
Available from Adaptive Living, P.O. Box 60857, Rochester, NY 14606 ($15.95 plus postage and handling).

The autobiographical account of Angela Van Etten, a Little Person, describes the unique social, educational, and professional challenges encountered by persons of exceptionally short stature. The book describes the life experiences of a child, teenager, and young adult of short stature growing up in New Zealand. In addition, discussions of contemporary issues such as mobility

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FIGURE 32.1, *CONTINUED*

and access, education, employment, and prejudice show how these affect Little People. Chapters cover such areas as her early years, medical considerations, self-image, independence, mobility, family relationship, education, peer acceptance, sports and recreation, attitude toward school, parent-teacher-pupil relations, career planning, law school, practicing law, dating desires, male/female relationships, prejudicial attitudes, adaptation as a way of life, physical limitations, driving and accessing a motor vehicle, grocery shopping, relations with other Little People, marriage, answering people's questions, getting people to forget size differences, fund-raising tactics, and the need to outlaw the "sport" of dwarf throwing.

Focus Your Energy: Hunting for Success in Business with Attention Deficit Disorder.

Thom Hartmann, 1994, 138 pages
Pocket Books, Simon & Schuster Consumer Group, 1230 Avenue of the Americas, New York, NY 10020 ($10.00).

This book examines common characteristics of individuals with Attention Deficit Disorder (ADD) who have succeeded in business, and draws on these findings to provide suggestions for adults with ADD. It argues that ADD represents a set of attributes that would have made individuals highly effective hunters in a pre-agricultural society, and that this combination of creativity, intuition, energy, and risk-taking personality can be harnessed for business success. Guidelines for finding appropriate jobs in existing businesses are provided, as are tips on starting one's own business. Specific suggestions focus on how to harness and manage ADD in the workplace, including goal-setting, running meetings, and interpersonal relationships.

The Freedom Bell.

Kenneth Jernigan, Editor, 1992, 117 pages
National Federation of the Blind, 1800 Johnson St., Baltimore, MD 21230 ($3.00).

This booklet presents anecdotes and personal descriptions of the experience of being blind from a number of adults and children who were either born blind or became so later in life. Individual chapters describe the Louisiana Center for the Blind, growing up blind, raising children, homemaking, teaching, dating, and coping with blindness in general.

Hi, I'm Adam. A Child's Story of Tourette Syndrome.

Adam Buehrens, 1991, 35 pages
Hope Press, P.O. Box 188, Duarte, CA 91009-0188 ($4.95; Adam set, $11.50).

A 10-year-od boy diagnosed with Tourette syndrome wrote this book to help children with Tourette syndrome understand that they are not alone and that other children are experiencing similar difficulties. The book documents the boy's experiences, happy and sad, from his point of view. The book is in an easy-to-read format for children of all ages and includes illustrations of

Continued on next page.

his feelings. The book emphasizes that Tourette syndrome does not affect a person's intelligence. It describes the boy's relationships with doctors and teachers, his physical and vocal tics, the difficulty in determining a diagnosis, and his explosive tantrums. The book concludes with a note about the boy's behavior improvement and academic development, as an effective medicine was found and as he began to understand himself better.

I Witness: History and a Person with a Developmental Disability.

Dave Hinsburger, 1992, 158 pages
Vida Publishing, Primrose Lane/Highland Dr., P.O. Box 597, Mountville, PA 17554 ($13.00).

This book traces shifting societal attitudes toward people with developmental disabilities and mental retardation within the past generation. Chapters alternate between segments from interviews with an elderly woman with a developmental disability and recollections from the author's own experience as a service provider. A wide range of emotional and developmental issues are addressed both through the author's cross-sectional descriptions of clients he has worked with and through the woman's longitudinal narrative. Changes in common practices in residential facilities are also traced.

Integrated Child Care: Meeting the Challenge.

Sarah A. Mulligan and Others, 1992, 336 pages
Communication Skill Builders, 3830 E. Bellevue, P.O. Box 42050, Tuscon, AZ 85733 ($59.00, Catalog No. 7809).

This book is written for child care providers and families interested in developing and implementing integrated child care and early intervention services. Each chapter addresses a specific need of child care programs which include young children from infancy through age 5 with medical, developmental, or physical disabilities. The first chapter presents a guide to identifying skills and training needed by providers who care for children with disabilities. The next few chapters relate specifically to skills necessary to successfully meet the need of individual children. Facilitating communication, handling and positioning children with motor impairments, managing behavior, individualizing small group time, and encouraging social interaction through play are covered in the context of meeting children's needs during typical routines of child care programs. Guidelines for increasing children's' independence and access to their environments are then presented, including suggestions for encouraging play through careful arrangement of the environment and ensuring a safe child care setting. The remaining chapters present suggestions for child care providers in looking beyond their programs for information, resources, and opportunities available elsewhere in the community. Techniques for exploring suitable alternatives to expensive adaptive equipment, developing partnerships with parents, and collaborating with other child care agencies and professionals are provided. Blank forms, checklists, and activities are provided for duplication and use.

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Kids Explore the Gifts of Children with Special Needs

Westridge Young Writers Workshop, 1994, 115 pages
John Muir Publications, available from The Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091.

This book is a sensitive and thought-provoking look at the gifts of children with special needs as seen by their peers. They tell us the stories of ten courageous individuals with disabilities that include dyslexia, attention deficit disorder, cerebral palsy, hemophilia, blindness, and hearing impairment.

Not All Dinosaurs Are Dead: Turning Stress into Strength.

Sally E. Pisarchick, 1982, 158 pages
Crickett Press, P.O. Box 666, Kent, OH 44240 ($10.00).

The author of the book narrates personal experiences, often tragicomic, with learning disability, and relationships with family, friends, and special education colleagues to explain techniques of personal stress management. Each of the 14 chapters consists of a discussion on a facet of stress management and a formal exercise for self implementation. Chapter topics are: (1) mind monsters such as self-deception, insecurity, guilt and greed; (2) stress signals; (3) strategies to turn stress into strength; (4) monster monitoring; (5) hiding in hypochondria; (6) learning love; (7) dreaming and putting dreams into action; (8) ways to reduce miscommunication and concomitant stress; (9) stress overload and personal breakdown; (10) perfect parenting, a common mind monster; (11) taking time; (12) time is money and money matters; (13) support systems; (14) ways to deny, defy, and defeat dinosaurs: including a list of over 100 guidelines.

The Social Meaning of Mental Retardation: Two Life Stories. Special Education Series.

Robert Bogdan and Steven J. Taylor, 1994, 239 pages
Teachers College Press, 1234 Amsterdam Ave., New York, NY 10027 ($17.95).

This book presents the autobiographies of two people who are experts on mental retardation because they have been labeled as having it. "Ed Murphy" is a 27-year-old man placed in a state institution for the "retarded" at age 15, where he lived for 4 years. After a series of family-care placements subsequent to his release from the institution, he moved to a boarding home and later began work as a janitor in a large nursing home. "Pattie Burt" is a 27-year-old female who lived in over 20 homes and institutions and eventually moved to a small town where she now lives in her own apartment. Their stories show their perspectives on their lives and situations, their feelings and emotions, and their subjective experience of the world. Their stories provide an understanding of the meaning of mental retardation in American culture. An introduction provides an overview of current thinking on mental retardation and describes the approaches used and the details of how these stories were obtained. A conclusion discusses what these stories tell about mental retardation and compares this work to previous studies on the sociology of mental retardation. Contains approximately 70 references.

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FIGURE 32.1, *CONTINUED*

Under the Eye of the Clock: The Life Story of Christopher Nolan.

Christopher Nolan, 1988, 163 pages
Available from St. Martins Press, 175 Fifth Ave., New York, NY 10010 ($16.95).

The author, a 21-year-old Irish young man severely disabled by cerebral palsy, tells the story of his childhood. Unable to move or speak, he became able to write with the aid of a typing stick attached to his head which needed to be supported by his mother's hands. At the age of 15 he published a book of poetry. He writes of himself in the third person and tells how "Joseph" managed to cope with his handicap, revealing the thoughts and realities of his world. Incidents are recounted such as being buried up to his neck in sand so he would know what standing up was like, times of triumph such as the publication of his first book, moments of humiliation for a child unable to control his body, and the sadness of the death of a close friend. Vivid descriptions of family scenes and relationships characterize the book.

When Learning is Tough. Kids Talk about Their Learning Disabilities.

Cynthia Roby, 1994, 55 pages
Albert Whitman & Company, 6340 Oakton St., Morton Grove, IL 60053 ($12.95).

This book is designed to provide children and early adolescents with first-hand accounts of what it is like to grow up with learning disabilities. Eight students between the ages of 9 and 13 discuss the challenges they face in school, at home, and with peers, as well as the success they have had in overcoming their learning disabilities. The students provide suggestions and tips for other children and adolescents with learning disabilities and discuss their feelings about disabilities, life in general, and their future educational and career plans. The overall theme of the accounts is that students with learning disabilities can lead active, fulfilling lives.

Why Are You Calling Me LD? Second Edition.

Holly Parzych, 1995, 53 pages
Peekan Publications, Inc., P.O. Box 513, Freeport, IL 61032 ($5.75).

This book is designed to improve self-concept among students with learning disabilities by raising their consciousness and understanding regarding learning disabilities (LD) in general. Chapters provide informative passages for students to read, followed by worksheets to check comprehension of major concepts and key vocabulary. Characteristics and causes of LD are discussed, and the possibility of "growing out of" LD is explored. Differences between LD and other disabilities are discussed, after which a chapter is devoted to discussing the lives of famous people who may have had LD. Numerous brief profiles are then given of students with LD who describe their own strengths and weaknesses. Several chapters then focus on the affective aspects of life with LD, self-help strategies, and external sources of support and help.

33 THEATER PROJECT

OVERVIEW: Convince a local theater group or school club to do a play about students with disabilities and the professionals who work with them. Check with high school and college/university drama departments for aspiring playwrights who may wish to tackle this. Or sponsor a play-writing contest.

DURATION OF ACTIVITY: 1-2 months

TARGET GROUP: Community at large

MATERIALS:

- A script
- A troupe of actors
- Any props or costumes needed to support the script
- A program

PREPARATION CHECKLIST:

- Design a script or have a contest where playwrights may submit a 30-minute play depicting issues in special education and the related services. For example, you may wish to emphasize the theme of prejudice against people with disabilities.
- Enlist a group of actors to perform the play for elementary, middle, or high school groups or for the general public.
- Present as part of a Very Special Arts Festival.

PROCESS:

- Compose a script or design a contest that would invite playwrights to submit scripts on a particular theme.
- Select the script to be used.
- Audition actors for the roles or select a producer and director to shape the play and run the rehearsals.
- Gather necessary props and costumes to support the play.
- Contact local schools or malls or any other venue at which the play could be performed.
- Publicize the play and invite media coverage.

- Create a program.
- Perform!

***FOLLOW-UP*:**

- Encourage the local media to review the play.
- Try to get the play published.
- Offer the play to other theater groups for their own personal use. The play may also be given to a high school to be used and performed as a drama production.

34 ARTS EXHIBIT "WHAT IS A ...?"

OVERVIEW: Sponsor a show of student work responding to one or more of the following questions:

- What is a special education teacher?
- What is a physical therapist?
- What is an occupational therapist?
- What is a school psychologist?

Or use another professional title from the field of special education and related services. The exhibit may comprise artwork including computer-generated products, poetry, essays, or songs. The exhibit may be at a new school's grand opening or a stand-alone open exhibit with recruitment materials available. It could also be a school-by-school exhibit or a featured part of Open House or Parent/Teacher meeting day. It is important for all students to have an opportunity to submit work, not just students with disabilities.

DURATION OF ACTIVITY: 1 day to 1 week

TARGET GROUP: Elementary, middle, and high school students and the community at large

MATERIALS:

- Exhibit guidelines
- Invitations
- Display boards
- Tables with skirts
- Ribbons, prizes, certificates, or giveaways
- Name tags
- Information about careers in special education and the related services
- Refreshments
- Balloons, flowers, and other decorations

PREPARATION CHECKLIST:

- Set up a date and location for the exhibit. Arrange for refreshments.
- Set a time line for completion of projects.
- Advertise the exhibit in the school and local newspapers and newsletters. Send a flyer to all art teachers with details about the exhibit and the requirements for submission.
- Generate enthusiasm from the students and enlist the support of the faculty, administration, and district directors.
- Draft a guest list and send an invitation designed by the students.
- Make available a sign-up sheet that says "I would like to talk with someone further about careers in special education and the related services."
- Prepare a certificate or ribbon for each entry. You may want to prepare different categories such as "Most Colorful," "Most Prepared," "Most Original," "Most Creative," and so forth so that everyone gets "Most Something."

PROCESS:

- Set up the exhibit according to the layout you planned.
- Decorate the room with balloons, flowers, tablecloths, and student displays.
- On opening day, make sure there is a reception area where visitors can be greeted and given a program. Make sure the program acknowledges any individuals or businesses who contributed to the exhibit.
- As they leave, make sure visitors pass by the recruitment table and have an opportunity to sign up to learn more about a career in special education and the related services. Have handy the Clearinghouse's brochure about careers in special education and the related services (see Appendix C).

FOLLOW-UP:

- Send thank you notes to anyone who participated or donated items.
- Award certificates to each entry.
- Ask volunteers to respond with a phone call to anyone who wanted more information.

APPENDICES

APPENDIX A
FACT SHEETS OF NATIONAL STATISTICS

The following statistics were taken from the *Seventeenth Annual Report to Congress on the Implementation of IDEA* and were the most current data available at the time this book was published (1996). For more current data, and for statistics for individual states, please contact the National Clearinghouse for Professions in Special Education (see Appendix C for contact information).

Number of Special Education Teachers Employed and Needed to Serve Children with Disabilities, Age 3-21, in U.S, 1992-93 School Year

	FTE Employed	*FTE Needed*[a]
Ages 3-5, All Disabilities	18,997	2,209
Ages 6-21:		
All Disabilities	311,201	25,829
Specific Learning Disabilities	98,125	7,075
Speech or Language Impairments	41,208	2,729
Mental Retardation	43,106	3,011
Serious Emotional Disturbance	29,684	4,556
Multiple Disabilities	7,732	790
Hearing Impairments	6,913	509
Orthopedic Impairments	3,443	234
Other Health Impairments	2,136	216
Visual Impairments	2,964	242
Autism	1,652	382
Deaf-Blindness	170	20
Traumatic Brain Injury	217	29
Cross Categorical	73,568	6,036

[a]These figures include: (1) the number of unfilled vacancies in funded positions that occurred during the 1992-93 school year (12 months), and (2) the number of additional personnel that were needed during the 1992-93 school year (12 months) to fill positions occupied by persons who were not fully certified or licensed. These figures include additional personnel needed by public and private agencies.

Note: The total FTE may not equal the sum of the individual disability categories because of rounding.

Source: Office of Special Education Programs. (1995). *Seventeenth annual report to Congress on the implementation of the Individuals with Disabilities Education Act.* Washington, DC: U.S. Department of Education.

School Staff Other Than Special Education Teachers Employed and Needed to Serve Children with Disabilities, Age 3-21, in U.S, 1992-1993 School Year

	FTE Employed	*FTE Needed*[a]
School Social Workers	9,658	590
Occupational Therapists	4,973	749
Recreational Therapists	389	107
Physical Therapists	3,504	583
Teacher Aides	178,532	5,000
Physical Education Teachers	5,283	364
Supervisors/Administrators (Local Education Agency)	15,791	1,176
Other Non-Instructional Staff	24,772	1,284
Psychologists	20,138	1,215
Diagnostic Staff	7,178	468
Audiologists	883	83
Work Study Coordinators	1,568	358
Vocational Education Teachers	4,481	313
Counselors	7,297	449
Supervisors/Administrators (State Education Agency)	1,064	130
Non-Professional Staff	34,908	1,234

[a] These figures include: (1) the number of unfilled vacancies in funded positions that occurred during the 1992-93 school year (12 months), and (2) the number of additional personnel that were needed during the 1992-93 school year (12 months) to fill positions occupied by persons who were not fully certified or licensed. These figures include additional personnel needed by public and private agencies.

Note: The total FTE may not equal the sum of the individual disability categories because of rounding.

Source: Office of Special Education Programs. (1995). *Seventeenth annual report to Congress on the implementation of the Individuals with Disabilities Education Act*. Washington, DC: U.S. Department of Education.

Number of Students, Ages 0 through 21, Served Under Part B and Chapter 1 (SOP), School Years 1992-93 through 1993-94

	1992-93	*1993-94*
Ages 0-2, All Disabilities	74,830	93,587
Ages 3-5, All Disabilities	455,529	493,425
Ages 6-21:		
Specific Learning Disabilities	2,366,494	2,444,020
Speech or Language Impairments	998,049	1,009,379
Mental Retardation	532,365	553,992
Serious Emotional Disturbance	401,659	414,279
Multiple Disabilities	103,279	109,746
Hearing Impairments	60,616	64,249
Orthopedic Impairments	52,588	56,616
Other Health Impairments	66,063	83,279
Visual Impairments	23,544	24,935
Autism	15,580	18,903
Deaf-Blindness	1,394	1,372
Traumatic Brain Injury	3,960	5,295
All Disabilities	4,625,591	4,786,065

Source: Office of Special Education Programs. (1995). *Seventeenth annual report to Congress on the implementation of the Individuals with Disabilities Education Act*. Washington, DC: U.S. Department of Education.

APPENDIX B
ORGANIZATIONS AND ASSOCIATIONS

American Alliance for Health, Physical Education, Recreation and Dance
1900 Association Drive
Reston, VA 22091
(703) 476-3400

American Art Therapy Association
1220 Allanson Road
Mudelin, IL 60060
(708) 949-6064

American Counseling Association
5999 Stevenson Avenue
Alexandria, VA 22304
(703) 823-9800

American Occupational Therapy Association
4720 Montgomery Lane
Bethesda, MD 20824-1220
(301) 652-6611

American Physical Therapy Association
1111 N. Fairfax Street
Alexandria, VA 22314
(703) 684-2782

American Speech-Language-Hearing Association
10801 Rockville Pike
Rockville, MD 20852
(301) 897-5700

The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091
(703) 620-3660

National Association of Social Workers
750 First Street, NE
Washington, DC 20002
(202) 408-8600

National Association for Music Therapy
8455 Colesville Road, Suite 930
Silver Spring, MD 20003
(301) 589-3300

National Association of School Nurses
P.O. Box 1300
Scarborough, ME 04070-1300
(207) 883-2117

National Association for School Psychologists
4340 East West Highway, Suite 402
Bethesda, MD 20814
(301) 657-0270

National Dance Therapy Association
2000 Century Plaza, Suite 108
Columbia, MD 21044
(301) 997-4040

National Therapeutic Recreation Society
3101 Park Center Drive
Alexandria, VA 22302
(703) 820-4940

APPENDIX C
CLEARINGHOUSE OVERVIEW

National Clearinghouse for Professions in Special Education

The National Clearinghouse for Professions in Special Education (NCPSE) serves as an information resource for professionals and students in the field of special education and related professions. The Clearinghouse gathers, develops, and disseminates information on recruitment, preservice preparation, employment opportunities, and attrition and retention issues. We also maintain the most current data on personnel supply and demand.

The Clearinghouse has developed numerous free products that can help you in your recruitment efforts. These include posters and brochures, career flyers, lists of colleges and universities that have preparation programs, and financial aid resources.

Our "Careers in Special Education and Related Services" flyer is a 6-page publication that gives an overview of the professions, employment opportunities, preparation requirements, and other data as well as resources for further information. This is available free and is an excellent resource for career information seekers.

Many of our products are available online. Contact us by e-mail for directions on how to access them. We will also be glad to mail you a list of all our products or to answer any questions you may have.

National Clearinghouse for Professions in Special Education
1920 Association Drive
Reston, VA 22091
1-800-641-7824
(703) 264-9476
(703) 264-9480 (TTY)
(703) 620-2521 (FAX)
ncpse@cec.sped.org

APPENDIX D
COMMONLY ASKED QUESTIONS ABOUT SPECIAL EDUCATION AND RELATED SERVICES

What is special education?

Special education is the provision of specially designed, individualized instruction to meet the unique learning needs of students with disabilities.

Where do related services come in?

Many professionals in addition to special education teachers are charged by law with providing the services students with disabilities need to succeed. These professionals include school psychologists, physical therapists, occupational therapists, speech-language pathologists, school counselors, school nurses, and school social workers.

What do special education and related services professionals do?

They design instruction, materials, and goals to match learning styles, strengths, and needs of each student. This is important to ensure that students with disabilities receive the most appropriate instruction so that they can achieve to their fullest potential. Frequently, special educators and related services professionals serve together on a multidisciplinary team (with general education teachers and others) to assess a student, draft an individualized education program for each student, monitor the student's progress, and make adjustments in the plan as needed.

What are special education students like?

Special education students are a varied group. They differ (like all students) by ability, age, learning style, and personality. To qualify for special education services, a student must have a unique learning need that differs from other similarly aged students. This need is individually determined through an interdisciplinary assessment, and the special education to be provided is planned jointly by the child's parents, teachers, related services professionals, and the students themselves, if they are able.

What disabilities do students in special education have?

The disabilities of students in special education vary widely. Some students have cognitive impairments such as mental retardation, which can range from mild to profound, or specific learning disabilities and/or hyperactivity disorders, which are unrelated to intelligence but can interfere with a student's ability to learn. Other students have physical impairments that require the use of wheelchairs or other assistive devices. Some students' disabilities are sensory, such as hearing or visual impairments. Some have chronic health problems or multiple disabilities.

Do students with the same disabilities have the same learning needs?

No. While there may be some similarities, children with disabilities vary greatly in their needs. This is the reason why special education is so individualized and why many related services professionals play a major role in educating students with disabilities.

Who are the related services professionals?

In addition to the special education classroom teacher, many professionals help in planning and delivering services to students with disabilities. There are school-based and/or contracted physical therapists, speech-language pathologists, audiologists, occupational therapists, school psychologists, school social workers, and others. Their specialized services can also be provided in hospitals, medical centers, private practice environments, and the child's own home. Briefly their roles are:

- *Audiologists* identify, assess, and provide treatment for hearing, balance, and related disorders. They also recommend and evaluate hearing aids and other types of assistive hearing devices.
- *Occupational Therapists* are concerned with an individual's ability to fully participate in desired life tasks and roles including school and/or work, self-care, and play/leisure, as independently as possible. Using purposeful and age-appropriate activities the occupational therapist assists children with disabilities to achieve important life tasks.
- *Physical Therapists* provide treatment to relieve pain, limit or prevent permanent physical disability, and improve the mobility of people who have an injury or a disease. Physical therapists evaluate a person's medical history; test and measure their strength, range of motion, and ability to function; and develop written treatment plans.
- *Rehabilitation Counselors* provide vocational services to students with disabilities in order to enable that person to secure and retain suitable employment. These services can include vocational counseling and guidance, vocational training, and selective job placement.
- *School Counselors* work with students, teachers, parents, and administrators to help ensure that students' educational, vocational, and emotional needs are being met.
- *School Nurses* promote and monitor the health status of children. They identify health-related problems that can be barriers to the learning process and assist in the removal of these barriers.
- *School Psychologists* provide consultation to teachers and families, psychological counseling, student assessments, crisis intervention, and other direct services to children with learning, behavioral, and emotional problems, and their families.
- *School Social Workers* provide a link between home, school, and community. This service enables students and their families to overcome social and personal problems which impede learning.
- *Speech-Language Pathologists* identify, assess, and provide treatment for communication and swallowing function and their disorders. They evaluate overall speech, and receptive and expressive language communicative abilities.

Are there jobs available for special educators and related services professionals?

Vacancies vary from state to state and community to community. Overall, however, the demand for qualified professionals to work with students with disabilities exceeds the supply. For example, during the 1992-93 school year, the *Seventeenth Annual Report to Congress* indicates that 330,000 special education teachers served more than 5 million children with disabilities, ages 3-21. But an additional 28,000 teachers were needed. Similarly, 20,000 school psychologists and over 10,000 school social workers were needed through the U.S. and Puerto Rico.

(Provide information about your state or district if it is available.)

What kind of preparation will I need to become a special educator or one of the related services professionals?

To enter any one of these fields requires professional education and specialized expertise. New special education teachers or related services professionals initially complete an undergraduate or master's degree. Some areas such as physical or occupational therapy also make use of assistants who hold an associate's degree. School psychologists hold a master's degree from an accredited school psychologist program. The types of professional preparation programs vary from field to field and from program to program but generally lead to certification in the state where the program is offered.

I am not able to attend college at this point in my life, but I would still like to work with individuals with disabilities. Are there jobs available for me?

Yes! According to the National Resource Center for Paraprofessionals in Education, there are over 150,000 paraprofessionals working in a variety of settings. These settings include early childhood programs, regular and special education classrooms, resource rooms, hospitals, rehabilitation facilities, and residential settings. The demand for these paraprofessionals is great. For example, during the 1992-93 school year, the *Seventeenth Annual Report to Congress* indicates that there was a national shortage of 5,000 teacher aides to serve students with disabilities, ages 3-21.

In addition, many paraprofessionals find that they are able to move into professional positions while working and going to college. Some even find they are able to use their experience as a paraprofessional toward college credit.

I have never worked with a person with a disability. How do I know I will like it?

The easiest and best way to test your interest is through volunteer activities that will give you actual experience working with children or adults with disabilities. If you are interested, I can help you find an experience that will be comfortable for you.

(You may wish to prepare a list of contacts in your community that could provide volunteer experience.)

APPENDIX E
PRESENTATION MATERIALS

1. Sample Presentation Outline

I. Introduction

- Introduce yourself and give pertinent information concerning why you are there.
- Thank your host group (and specific individuals in the group, if appropriate).
- Welcome the audience and reinforce their commitment as demonstrated by their attendance.
- Briefly outline your presentation.

II. What Is Special Education?

- Definition
- Who is served
- Number of children in special education

III. Why Consider a Career in Special Education or a Related Profession?

- Benefits of working with special education students
- Shortage of qualified professionals so job opportunities are good
- Diversity of available opportunities
- Federal mandates

IV. Who Works with Children with Exceptionalities?

- Special and Regular Education Teachers
- Administrators
- Audiologists
- School Psychologists
- Physical Therapists
- Speech-Language Pathologists
- Rehabilitation Counselors
- Occupational Therapists
- Physical Therapists
- Adapted Physical Education Teachers
- Social Workers
- School Nurses

V. Preparation for a Career

- Bachelor's and/or Master's Degree
- Certification/Licensure required
- Opportunities for involvement (e.g., volunteering)
- College requirements
- Paraprofessionals (Associate's Degree)

VI. Concluding Remarks

- Summarize your presentation.
- Give reasons for choosing a career in special education.
- Offer words of encouragement.
- Thank audience once again for their attention.
- Offer follow-up help and information.
- Try to work in as many personal vignettes as possible when presenting your facts.

2. Sample Presentation

Introduction

Good morning (*afternoon, evening*), my name is _____ and I'm here to talk to you about the various professionals who work with special education students. Before I begin, I would like to thank (*contact's name*) of (*host group's name*) for (*his, her, their*) invitation to speak to you. I would also like to welcome you and to thank you for your interest in special education and the related professions as evidence by your attendance here today.

(*Tonight, this morning, this afternoon*), we will explore what special education is, the related professions that serve children and youth with exceptionalities, and who receives these services. You will learn about potential careers, current practices, and the demand for professionals now and for the next few years.

(*Give a brief outline of your own professional credentials and how you came to choose your career path.*)

What Is Special Education?

I'm sure most of you have some understanding of what we mean when we say "special education." But let me give you my definition so that we all have similar understandings. Special education is individually tailored instruction that is specially designed to meet the unique needs of children and youth with disabilities. These children have disabilities such as mental retardation, hearing impairments, speech or language impairments, visual impairments, serious emotional disturbances, orthopedic impairments, autism, specific learning disabilities, or traumatic brain injury. According to the U.S. Department of Education's *Seventeenth Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act,* over 5 million children from birth through 21 years of age are currently receiving special education and related services. And this number is projected to continue growing over the next decade.

Why Consider a Career in One of the Special Education or Related Services Professions?

The benefits of working with children with disabilities are many. Watching children grow and reach their full potential is rewarding, especially when you have had a part in the process. In special education and the related professions, where you work with children who have unique and challenging needs, the rewards become even greater.

You may work with the same students for several years, bonding not only with them but also with their families. Special education is individualized, allowing the necessary time for meeting the unique needs of each student. Also, you work in an interdisciplinary setting, with other professionals and general educators as part of a collaborative team to help students learn.

Currently, the demand for qualified professionals to work with these students exceeds the available supply. Although there are over 300,000 professionals employed to serve children with disabilities, the *Seventeenth Annual Report to Congress* reports that there is still a dramatic shortage of approximately 28,000 special education teachers. There are also shortages of needed social workers, occupational therapists, physical therapists, psychologists, and counselors. These shortages are expected to increase in the coming years.

When considering special education and the related services, you should be aware of the diversity of career opportunities available as well as the diversity of the students you will be working with. Students receiving special education and related services can be found in general education or self-contained classrooms, resource rooms, residential, hospital, or homebound settings, detention centers, and correctional facilities. While I work with children who have _____ disabilities in a(n) _____ setting, other professionals work with children with many different disabilities in different settings. (*You may wish to enumerate some of the children served and the settings that are affiliated with your agency or district.)*

(*You may wish to show slides/video of students with various disabilities and/or a variety of settings.*)

Since the federal mandate for special education (Public Law 94-142) was enacted in 1975, the profession has grown to encompass services to individuals with disabilities from birth through age 21. Special education and the related services professions work with all ages of children and youth from infants and toddlers to young adults.

Who Works With Special Education Students?

There are various professionals involved in providing services to infants, toddlers, children and youth with disabilities. Among them are special education teachers and administrators, school psychologists, physical and occupational therapists, speech-language pathologists, audiologists, school counselors, adapted physical education teachers, and school social workers.

Special education and related services professionals design or modify programs that help children and youth with disabilities learn and develop in their own way and at their own pace. One of the exciting challenges facing these professionals is to uncover and nurture the hidden talents of students with disabilities.

(*You may wish to show slides/video of different special education and related services professionals at work.*)

Preparation for a Career

Professional preparation programs for special education and related services professionals are available in numerous colleges and universities nationwide. However, certification and licensure vary from state to state and profession to profession. All require a minimum of a bachelor's degree while most require some post-baccalaureate education.

Even before you enter a professional preparation program, there are a number of ways you can see special educators and related professionals at work. Consider volunteering time in your local community's Special Olympics, attend career awareness days sponsored by local schools and public agencies, or devote time as an aide in a special education program in a local school. These are excellent ways to gain first-hand experience of the work of special education and related services professionals and the children they serve before making a formal commitment.

Concluding Remarks

Today I have told you a little bit about special education and the professionals who work with special education students. I would like to ask you to consider a career helping students with disabilities now that you have some idea of what's involved.

Choosing a career in special education or the related services is an important step. The rewards are as varied as the needs of the students with whom we work. Students may "make your day" with a smile where there was none before, a remembered spelling word or math fact, a literal step in the right direction, or the application of a hard-won concept. Are these outcomes any different from what is expected of any child? Not really. The differences lie in the work that you, your students, and their families know had to be done to get there. The additional effort is what puts the "special" in special education.

Thank you for coming today (tonight, this morning, this afternoon). Together we have taken a brief walk through the field of special education and the related professions. You have learned how to these professionals help children with disabilities blossom and reach their full potential. I would not have taken you on this journey if I did not truly believe that the rewards of pursuing a career in special education or the related services far outweigh any obstacle you might find along the way. There are a lot of resources out there to help you, and if you are interested in finding out more, I will be delighted to be your guide. I wish you the best of luck in whatever decision you make.

I also have a brief evaluation form that I would like to have each of you complete before you leave. The information will be very important to me as I plan future presentations, so please take a few minutes to fill it out. Your honest appraisal will be greatly appreciated.

3. Presentation Evaluation

This evaluation is an important part of my presentation. Please take a few moments to complete this form to provide feedback which I will use to revise and improve future presentations. Thank you.

Circle One: 4 = excellent 3 = good 2 = fair 1 = poor

1. Before my presentation how would you describe your understanding of special education or related services professions?

   4 3 2 1

2. Describe the quality of my audiovisual materials.

   4 3 2 1

3. Rate the organization of my presentation.

   4 3 2 1

4. After my presentation, how would you describe your understanding of special education or the related services professions?

   4 3 2 1

5. Before the presentation what was the likelihood that you would pursue a career in special education or one of the related services?

   4 3 2 1

6. What is it now?

   4 3 2 1

(over, please)

APPENDIX E, *Continued*

What did you like the most about my presentation:

_____

_____

_____

_____

_____

Comments or suggestions:

_____

_____

_____

_____

_____

Would you like more information about choosing a career in special education or one of the related services? If so, please complete the next few lines.

Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Telephone: (O) _____ (H): _____

4. Feedback Form

STATEMENTS I HEARD THAT I LIKED	CONCERNS I HAVE
QUESTIONS I HAVE	ACTIONS I MIGHT TAKE TO LEARN MORE

5. Sample Overheads

WHAT IS SPECIAL EDUCATION?

Specially Designed Instruction

To Meet the Unique Needs of Children with Disabilities

Conducted In:

- Classrooms
- Homes
- Hospitals
- Institutions
- Other settings

WHY CONSIDER A CAREER IN SPECIAL EDUCATION OR RELATED SERVICES

- Many Rewards
- Challenging Work
- Extended Relationship with Students and Their Families
- Team Setting
- Diverse Career Opportunities
- Personnel Shortages
- Diverse Students

WHO WORKS WITH STUDENTS WITH DISABILITIES

- Special and General Education Teachers and Administrators
- Physical Therapists
- Occupational Therapists
- Speech-Language Pathologists and Audiologists
- School Counselors
- School Psychologists
- School Social Workers
- Adapted Physical Education Teachers
- Others

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PREPARATION FOR A CAREER

- **Bachelor's or Master's Degree for Professional Work**
- **Certification**
- **Licensure**
- **Paraprofessionals**

REQUEST FOR MORE ACTIVITIES

Do you have an activity to promote careers in special education or one of the related services? The Clearinghouse for Professions in Special Education would love to hear about it! Please complete the form below and return. We will try to include your idea in future publications promoting careers. All returned forms will be acknowledged. Thank you for your help!

OVERVIEW: _____

DURATION OF ACTIVITY: _____

TARGET GROUP: _____

MATERIALS NEEDED:

PREPARATION CHECKLIST:

PROCESS: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

FOLLOW-UP: _____

_____

_____

_____

_____

RESOURCES: _____

_____

_____

THIS ACTIVITY SUBMITTED BY:

NAME: _____

ADDRESS: _____

_____

PHONE NUMBERS: _____

_____

BEST COPY AVAILABLE